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ABSTRACT

This course of instruction contains materials designed to provide the trainee in an adult manpower training program with job-seeking and job-survival skills. Contents include a listing of course objectives and competencies by instructional units, a pre- and post-course test, and lesson plans for the two-section course. The ten units of the job-seeking-skills section, which require approximately eighty study hours, cover these topics: assertiveness, attitudes, goal setting, job preference and suitability, employment resources, pre-application skills, job application, job search, job interview, and post-interview critique. The six units of the job-survival-skills section, which require approximately thirty hours, concentrate on those skills necessary to keep a job: attitudes, goal setting, communications, general skills, job-survival tools, and job etiquette. The lesson plan for each unit presents the unit and performance objective, skills emphasized, materials and equipment, and list of activities. The learning activities are then provided. A course evaluation form for students also appears. Appendixes include a mastery log (competencies), employability profile form, student data sheet, and various other materials used during the course. (YLB)

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A Competency-Based Course In Job-Seeking and Job-Survival Skills

Prepared Under A Grant From The
Berks County Employment and Training Office
124 South Fifth Street
Reading, PA 19602

Fred Heffner
Ruth Littlejohn
Terry Knox

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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II. COURSE OVERVIEW

The term "work readiness" indicates that an individual has attained the skills necessary to obtain and maintain an occupation which may lead to a meaningful, satisfying, and productive working career. In order to reach this status of "work readiness", the trainee has to acquire technical skills, develop a positive attitude toward work, and develop job-seeking and job-survival skills. The Working Class is designed to provide the trainee with job-seeking and job-survival skills.

The job-seeking section of the Working Class will emphasize the importance of a positive work attitude and effective job-seeking skills. At the completion of this section, the participant will be able to identify positive work attitudes and demonstrate application completion, resume preparation, interview skills, and job search techniques.

This section will require approximately 80 study hours; the following topics will be covered:

- Attitudes
- Goal Setting
- Job Preference and Suitability
- Employment Resources
- Pre-Application Skills
- Job Application Skills
- Job-Search Skills
- Post-Interview Critique Format

The job survival skills section concentrates on those skills necessary to keep a job. At the completion of this section, the trainee will be able to identify skills necessary to maintain a job.

This section will require approximately 30 hours; the following topics will be covered:

I. INTRODUCTION

Adult manpower training programs have traditionally resorted to in-house placement services, local or state Employment Services, and/or On-the-Job-Training contracts for job placements for their entry-level-ready clients. Essentially this process holds that the client will not be able to find a job himself, and that this special additional service has to be provided as an extension of the comprehensive program.

Over the past several years, a few individuals and programs involved in manpower training have begun to challenge that process by insisting that job-search — job-seeking — skills are themselves as learnable as occupational skills and should, therefore, be introduced and taught to clients emerging from these programs. Consequently, materials and methods (in varying degrees of completeness) to conduct job-seeking skills courses for manpower training clients have begun to appear in the literature; and measured on the increasing appearance of articles on the subject, the introduction of the strategy continues to win new converts and practitioners.

Still, while the literature does document success rates for job-seeking skills courses, two important aspects of research on the process remain essentially unanalyzed; what are the most significant elements (skills) in this training, and what are the longitudinal data that are needed to validate such programming?

The purpose of this project was to develop a set of specific competency-objectives for a job-seeking skills course, to develop a course of instruction for the course, and to teach, evaluate, and revise the course as required. The materials that follow represent this effort.

- Attitudes
- Goal Setting
- Communication
- General Employee Skills
- Job Survival Goals
- Job Etiquette

This is a competency-based class with a required competency level of 80%. Pre- and post-tests will be used to evaluate the effectiveness of each section.

Group discussion, problem solving, demonstrations, simulated activities, practical application, and multi-media methods will be used to facilitate this class. A text will not be required; a workbook will be provided which will contain the course outline and learning activities.

III. COURSE OBJECTIVES BY INSTRUCTIONAL UNITS

JOB-SEEKING SKILLS

1. Attitude – To explore the significance of a positive personal attitude as a success predictor in the job-search process.
2. Goal-Setting – To develop an understanding of the goal-setting process so that the learner can create his/her own set of immediate (and, by extension, long) range job (career) goals.
3. Preference and Suitability – To explore the ramifications of job/career preference and suitability as prerequisite personal knowledge that impacts on job-seeking decisions.
4. Employment Resources – To identify the comprehensive resources available to an individual that could contribute to success in his/her job-seeking effort.
5. Pre-Application – To recognize the sequenced progression of, and the devices (resumes, etc.) used in, the application process for the purpose of rehearsing the skills and refining the products used in the process.
6. Job-Application – To develop an understanding of what constitutes appropriate and effective answers on an application form as well as when and how an application is submitted.
7. Job-Search – To develop an understanding of the techniques used to obtain job interviews.
8. Post-Interview Critique – To develop an understanding of how to self-evaluate one's effectiveness in an actual interview for the purpose of modifying and improving one's interview skills.

JOB-SURVIVAL SKILLS

1. Attitude – To explore the significance of a positive personal attitude as a factor in job survival.
2. Goal-Setting – To reinforce the goal setting process so that the learner can create his/her set of short and long range personal relationship goals.
3. Communication – To explore the meaning and significance of effective communication for job survival.

4. General Skills – To identify and reinforce skills employers seek in employees.

5. Job-Survival Goals – To identify the resources available to an individual that could contribute to his/her career upward mobility.

6. Job Etiquette – To provide procedures for job acceptance and job termination.

IV. COURSE COMPETENCIES (Unvalidated) BY UNITS

JOB-SEEKING COMPETENCIES

1. Attitude
   - Understands the concept of personal attitude.
   - Understands how attitudes are conveyed.
   - Recognizes differences between negative and positive job-seeking attitudes.
   - Can revise a negative job-seeking attitude statement to a positive job-seeking attitude statement.
   - Can cite (state or write out) factual examples of a person displaying a positive job-seeking attitude.

2. Goal-Setting
   - Understands the concept of a personal goal.
   - Understands the concept of a work goal.
   - Can distinguish between (given) personal and work goals.
   - Understands the difference between short range and long range work goals.
   - Can generate specific short range work goals.
   - Understands the concept of relating goals to projected attainment dates.
   - Can sequence scrambled (given) short range goals in logical attainment order.
   - Can generate specific short range work goals with attendant projected attainment dates.

3. Employment Resources
   - Can compile a list (including names, addresses, and telephone numbers) of personal contacts who could be useful in the job-seeking process.
   - Can generate a dialogue scenario to be used in conversation with a personal contact.
   - Can compile a list (including names, addresses, and telephone numbers) of civic and cultural organizational people to contact for employment.
   - Understands the potential use of a program-available industrial directory.
   - Understands the concept of creating a job for oneself even though no job is presently open or advertised.
   - Knows the specific location of the local office of Employment Security (or "unemployment office").
   - Understands the concept of civil service.
   - Knows the specific location of both the nearest state civil service office and the nearest federal civil service office.

- Can determine from a current local newspaper want ad section jobs available that he/she is qualified for.
- Understands the potential of the local Chamber of Commerce in a job-search.
- Understands some of the most pertinent resources in a local library which can aid in a job-search.

4. Pre-Application Skills
   - Can complete a log designed to monitor and record individual job-seeking activities.
   - Can complete personal data section of an application form.
   - Can state a specific employment objective.
   - Can draft a resume that conforms to a given format.
   - Can draft an introductory cover letter to accompany resumes using given guidelines.
   - Can draft a letter(s) to person(s) to be used as references for the purpose of securing permission to use his/her name(s).
   - Can either type or provide instructions to others for typing of resumes and letters.
   - Understands the implication of the "salary requirement" question on an application form.
   - Understands the significance of each of the questions on a list of the most frequently asked questions at an interview.
   - Can reiterate a list of things not to do at an interview.
   - Can list a minimum of five questions the interviewee should ask at an interview.
   - Can demonstrate appropriate interviewee behavior in a mock interview.
   - Understands the significance of appropriate dress for an interview.
   - Understands the significance of appropriate personal appearance for an interview.
   - Can demonstrate appropriate telephone technique used to call a potential employer.
   - Can demonstrate appropriate behavior used in a visit to a potential employer.
   - Understands whom to ask for when calling a potential employer.
   - Understands whom to see when visiting a potential employer.

5. Job Application
   - Recognizes, in a practice exercise, inappropriate or ineffective answers that are sometimes given on applications by some applicants.
   - Understands how (walk-in/mail) and when applications are submitted to potential employers.
   - Understands that the submission of an application directly to a department head or supervisor may be more productive than submitting it to the Personnel Office.
   - Can identify and produce all of the items (cover letter, resume, etc.) which accompany an application at submission.
   - Can complete an application form.

6. Job Preference and Suitability
   - Understands the concept of preference.
   - Understands the concept of suitability.
   - Can calculate weekly income from hourly wages.
   - Can calculate standard pay deductions in terms of weekly net income.
   - Can deduce the environmental factors involved in a potential work site/position.
   - Can make and justify job goal decisions in respect to preference and suitability for specific work opportunities.

7. Job-Search
   - Can generate job referrals by contacting individuals listed on a self-prepared civic and social contact list.
   - Can identify a specific list (names, addresses, and telephone numbers) of employers to be contacted in an intensive and present job search.
   - Can generate and mail written responses to newspaper and/or other advertised job openings.
   - Can telephone potential employers for the purpose of applying for a job.
   - Can generate follow-up telephone calls (and/or letters as appropriate) to employers to whom applications were made.
   - Can get job interviews.

8. Job Interview
   - Can perform appropriately at an actual job interview.

9. Post-Interview Critique
   - Can cite self-performance behaviors at an actual interview that were unproductive and/or negative in nature.
   - Can cite self-performance behaviors at an actual interview that were productive and/or positive in nature.
   - Can complete a (given) post-interview self-evaluation.

JOB-SURVIVAL COMPETENCIES

1. Attitude
   - Recognizes differences between negative and positive job survival attitudes.
   - Can compile a list of advantages of a positive job survival attitude.
   - Can cite (state or write out) factual example of a person displaying a positive job survival attitude.

2. Goal-Setting
   - Can generate specific personal relation goals.
   - Can sequence scrambled (given) short range goals logical attainment order.
   - Can generate specific short range personal relation goals with attendant projected attainment dates.

3. Communication
   - Understands the concept of effective communication.
   - Can generate lists of factors that impede and aid effective communication.
   - Recognizes differences between effective communication and non-effective communication.
   - Understands the concept of non-verbal behavior.

4. General Skills
   - Can generate a list of skills employers seek in an employee.
   - Can identify tasks a new employee should accomplish during the first week on a new job.

5. Job-Survival Goals
   - Understands the concept of interpersonal problems.
   - Identifies appropriate means from a list of means that includes appropriate and inappropriate means.
   - Can generate a list of means for a given situation.
   - Can complete a time study survey.
   - Prepares a personal time schedule (things to do).
   - Understands the concepts of organization charts, evaluation, job descriptions, and company policies.

6. Job Etiquette
   - Can draft a job acceptance letter.
   - Can draft a letter of resignation.
   - Generates a list of things to do when leaving a job.

V. PRE AND POST COURSE TESTING

1. Define resume.

2. Use a blank page and draft your resume.

3. List five questions an interviewer would ask.

4. Answer three of the questions above in your own words.

5. List two questions you would ask an interviewer.

6. How would you complete the "salary desired" blank on an application?

7. List five things you would do before an interview.

8. Name four places you would contact for a job.

9. Define:
   a. Job Description

   b. Organization Chart

10. Write a commercial (like those used on TV) to sell yourself to an employer.

11. Match the following items:

___reference permission letter
___reference permission post card
___follow-up letter
___application letter or letter of introduction

a. Serves as a courtesy and a reminder - can be replaced with a telephone call.
b. Should always accompany your resume.
c. Used to insure that your reference will give you a good reference.
d. Provides a convenient response for prospective reference.

12. How would you answer an interviewer's question, "Tell me about yourself" ?

13. How do you establish your goals (outline steps)?

14. How would you respond to this newspaper ad? (Select one) (What would you send?; How would you follow it up?)

> FULL TIME OFFICE HELP – Need capable person to work 7:30 am to 4:30 pm Monday thru Friday to operate NCR 399. Other duties would include typing, filing, and answering the phone. Experience in keypunching helpful but not necessary. Hourly rate commensurate with experience. Send resume to International Foundry Supply, P. O. Box 1053, Reading, Pa. 19603.
>
> OFFICE HELP – General office duties, full or part time. Light typing. Reiffton area. Write Box 689 Eagle-Times.

VI. LEARNING ACTIVITIES: JOB-SEEKING UNITS

A. LESSON PLAN: ASSERTIVENESS

Unit Objective: To develop more assertive and confident behavior and attitude patterns essential to job-search and job-survival.

Performance Objective: At the completion of this unit, the student will be able to:

- Identify the three types of behavior.
- Define assertive behavior.
- Recognize situations in need of assertive behavior.
- Complete inventory with the one closest to his/her response.
- State the main rules of assertion.
- State the advantages of being assertive.
- Act out roles in role plays as practice in dealing with everyday conflicts.
- Complete a questionnaire on assertive behavior.
- State the components of assertive behavior.
- State the "Bill of Rights" for assertion.

Skills Emphasized:

- Understanding and using assertive behavior.

Materials and Equipment:

- Questionnaires
- Assertiveness training handouts — Three types of behavior
- Main rules of assertive behavior
- Components of assertive behavior
- "Bill of Rights"
- Role Plays
- Assertion inventory
- Stand up for your own rights.

Activities:

1. Role Plays — The student will act out situations using non-assertive and assertive behavior in order to observe the differences.

2. Assertion Inventory — Each student will complete an inventory to determine his/her present behavior pattern.

3. Each student will complete the questionnaire — "The Decision to Change."

ACTIVITY 1: ROLE PLAYING

Behaving assertively is the best way to deal with the conflicts and frustrations of everyday living. Being assertive not only helps you reach your goals effectively but often enables you to do so peacefully. Assertiveness, or standing up for your rights calmly and persistently, is a happy medium.

*The leader will divide the group into pairs and the following role plays will be enacted. Encourage participants to be creative.

SITUATION:

You are presently working in a job that you have had for three years. You are bored and frustrated about doing the same unchallenging things day after day. So, you have decided to ask your boss if you can take on some new duties and responsibilities to make your job more exciting. Your boss, however, is always extremely busy and doesn't seem to have time to talk to employees. You have come in to work a little early and the boss still looks busy, but you decided to approach him anyway.

Boss: Yes, what is it? Can't you see how busy I am!

What do you say?

SITUATION:

You are Chris, a fifty-eight year old looking for a change in your life style. You are seeking employment after raising a family. You are being interviewed for a position that you really want and the interviewer says: "You know, Chris, you seem as if you really fit the job. But, to tell you the truth, I am really concerned about your age. We need someone on whom we can depend, someone who won't get sick all the time."

What do you say?

SITUATION:

You stop for gas at an expensive pump because today's special is triple stamps with a fill up. However, in the shuffle to pay the attendant, you leave without collecting your stamps. You do not realize your error until later in the evening.

What do you do?

SITUATION:

You've planned an evening alone to read a book and catch up on your correspondence. A friend wants you to go to a party and calls you "an old lady" for not getting out enough.

What do you do?
What do you say?

SITUATION:

You're standing at the blouse counter. The salesperson say, "Who's next?" The woman next to you says, "I am."

What do you say?
What do you do?

SITUATION:

It's the annual Christmas party. You hate the Christmas party, but you always go and pretend to enjoy it. Today you start getting a headache and feel you just cannot go to the party.

What do you do?

SITUATION:

You're at a community meeting. A woman speaks up and urges the voters not to appropriate money for a new day care center. She gives inaccurate information in an attempt to persuade people that there is no need for such a facility. You disagree with her.

So, what do you do?

SITUATION:

Mrs. C., a thirty-five year old woman, has applied for a position in an insurance agency. While being interviewed for that position, Mr. S., the personnel director of the agency, says: Mrs. C., your husband has a very good job, you have a nice house and no children. If I hire you, what happens if you become pregnant? Then I would have to go through this job search all over again?"

What do you say?

SITUATION:

Your boss, M. J. McCoy, is constantly making sexual remarks about your posture, clothing, hair and voice. You have a good paying job and like your co-workers. However, this is the third time this month when M. J. has asked you out for an after-work drink. You've used up all your excuses!

What do you say or do?

ACTIVITY 2: ASSERTION INVENTORY

This inventory consists of fifteen situations. Of the four responses presented, you are to choose the one closest to the response you *would* make – not the response you think you *should* make.

1. Another student and you are asked by the instructor to prepare a joint term paper. When you discuss the paper with the other student, he suggests that you do most of the work because he is not a very good writer and doesn't have much time.

   A. Insist that he do his fair share.
   B. Tell him that you'll ask the professor for a new partner.
   C. Ask him to do as much as he has time for.
   D. Agree to do most of the work yourself.

2. You are waiting for a bus and notice a person standing next to you whom you believe you have met before.

   A. Wait for him to say something first.
   B. Make a comment about something and see if you are recognized.
   C. Walk up to the person and say, "Hello, I believe we have met before but I don't remember your name."
   D. Walk up to the person and say, "Don't you remember me?"

3. A date makes what you consider to be an unreasonable request, such as asking you to do some of his/her homework for him/her.

   A. Tell him/her that he/she is irresponsible and needs to grow up.
   B. Tell him/her that his/her request is unreasonable and homework is his/her own responsbility.
   C. Do his/her homework for him/her.
   D. Make an excuse such as "I'm behind in my own."

4. One evening you notice your steady boy/girl friend eating dinner at a restaurant with a friend of your own sex. You meet your steady the next day at school.

   A. Ask him/her where he/she was last night.
   B. Angrily say, "You can't be trusted and I'm through with you."
   C. Ask him/her why he/she was having dinner with him/her.
   D. Pretend it did not happen and talk about some other subjects unless he/she brings it up.

5. A professor of one of your favorite courses informs you that because you have an A average going into the final, you don't have to take the final.

   A. Say, "Well that's only fair."
   B. Say, "Oh, thank you very much!" and tell him you enjoyed his course.
   C. Say, "Thanks" and walk away.
   D. Say nothing.

6. Your boy/girl friend used to see you very often but has not been seeing you as often for no apparent reason. You feel very emotionally involved with this person and would like to know where you stand.

   A. Tell him/her you are feeling uneasy and would like to know his/her feelings toward you.
   B. Tell him/her that he/she must see you more often if he expects to maintain your relationship.
   C. Assume that he/she is no longer interested and accept the situation.
   D. Try to find out through other friends why he/she is not seeing you as often.

7. While talking to a friend of yours you remember that he/she borrowed $5.00 from you two weeks ago and has not returned it.

   A. Say nothing about it.
   B. Terminate the relationship unless he/she pays up immediately.
   C. Remind him/her that he/she borrowed the money from you and ask him/her to pay you back.
   D. Make up a story about how badly you need the money immediately.

8. You are stopped at a stop sign and the driver of another car takes a wide turn and runs into the side of your automobile. No one is hurt.

   A. Get out of your car and ask for his name, address, license number and insurance company.
   B. Get out of your car and yell at him for his stupid driving.
   C. Sit in your own car and wait for him to approach you.
   D. Avoid the hassle and just drive away.

9. A salesman comes to your door and says you may purchase a set of encyclopedias at a very reduced rate. He then begins elaborating on the virtues of the set which you do not want.

   A. Tell him thanks but that you are not at all interested in the encyclopedias.
   B. Stand at the door, listen to his spiel, then tell him you don't want the set.
   C. Buy the encyclopedias.
   D. Slam the door in his face.

10. During the movie the two teenagers sitting in front of you are talking and giggling rather loudly.

   A. Ask them to please quiet down so others can hear the movie.
   B. Tolerate the noise.
   C. Say nothing to them but move to another seat.
   D. Tell them they are inconsiderate and ask them to sit in another place.

11. You are living with a new roommate. This roommate has been throwing his/her clothes all over the room during the past week.

   A. Put up with the mess as best you can.
   B. Ask him/her to try to keep his/her clothes hung up.
   C. Pile all his/her clothing in a big heap on his/her bed.
   D. Hint around about how you don't care for messy rooms.

12. You go to a party with your date who then ignores you the rest of the evening until it is time to go home. You are on the way home and feel hurt because of this.

   A. Ask your date why he/she ignored you and indicate that you feel hurt.
   B. Hint that something is bothering you and wait for him/her to ask what it is.
   C. Pretend nothing happened and continue normal conversation.
   D. Tell your date you no longer want anything to do with him/her.

13. You have been standing in a long line for about an hour and are now near the front when someone butts directly in front of you.

    A. Tell him/her to go to the rear of the line and wait like everyone else.
    B. Butt in front of him/her.
    C. Do nothing.
    D. Make a sneering or sarcastic remark about people who butt in line.

14. An employee of yours has been working for you about a month and has not been performing his work up to your satisfaction.

    A. Release him/her immediately.
    B. Explain to him/her why his/her performance is unsatisfactory and give him/her another month to improve.
    C. Wait another six months.
    D. Redo his work.

15. At a restaurant you are eating what you consider to be a very fine meal. The waitress comes over and asks you if everything is satisfactory.

    A. Nod you head.
    B. Tell her the food was so great that you'd like to compliment the cook personally.
    C. Say, "Oh, yes, this food is really excellent."
    D. Say, "Yes."

ACTIVITY 3: CHANGE QUESTIONNAIRE

The following questionnaire may be of value to you as you assess any given situation in attempting to decide whether or not to change. Add any comments or dimensions which apply to your situation.

1. What do I gain from staying non-assertive?
   a. Protection from others.
   b. Praise for conforming to others' expectations.
   c. Maintenance of a familiar behavior pattern.
   d. Avoidance of taking the responsibility for initiating or carrying out plans.

2. Would I be willing to give up any of the above? Which?

3. What do I lose by being non-assertive?
   a. Independence.
   b. The power to make decisions.
   c. Honesty in human relationships.
   d. Others' respect for my rights and wishes.
   e. My ability to control my emotions (I can deny my own rights for only so long and then I blow up).
   f. Relaxation, inner tranquility.
   g. My ability to influence others' decisions, demands, expectations — particulary with regard to myself and what they expect me to do for or with them.

4. Do the gains of staying non-assertive outweigh the losses?
   a. If so, why?

   b. If not, am I willing to make the change by acting assertively?
   c. Can I enlist the support, understanding, and cooperation of others involved either in the situation or in my life?

5. What are my short-term goals (in my relationship and my activities)?

6. What are my long-term goals?

7. How can assertive behavior help me achieve these goals?

*** *Cardinal Rule*: Once you have begun to assert yourself, don't turn back!

BACKGROUND MATERIALS:

EVERY PERSON'S BILL OF RIGHTS

1. The right to be treated with respect.
2. The right to have and express your own feelings and opinions.
3. The right to be listened to and taken seriously.
4. The right to set your priorities.
5. The right to say *no* without feeling guilty.
6. The right to ask for what you want.
7. The right to get what you pay for.
8. The right to ask for information from professionals.
9. The right to make mistakes.
10. The right to choose not to assert yourself.

Others:

The right to change your mind.

The right to have time to think it over.

The right to say "I don't know."

RIGHTS INVOLVE RESPONSIBILITIES

"STANDING UP FOR YOUR OWN RIGHTS"

What Is It?

Assertiveness training is a confidence-building technique that is necessary as a support system to people (particulary women) to help them gain more control over their behavior by giving them more self-confidence. Reinforcement is essential to confidence building.

"Assertiveness Training is based on the theory that our social behavior is learned and so can be unlearned and replaced by new, more rewarding behavior."

Assertiveness Training is trying to help people shake off their self-defeating, non-assertive, or aggressive ways in favor of healthier assertive ones and develop self-esteem along the way.

Definitions And Distinctions: The Three Types Of Behavior

The three behavior types:

1. *Non-aggressive Behavior* — That type of interpersonal behavior which enables the person's rights to be violated in one of two ways: a) The person violates her own rights when she permits herself to ignore personal rights which are actually very important to her. b) A person permits others to infringe on her rights. Often non-assertive behavior is a subtle type of manipulation in which you renounce your rights in order to elicit a desired response from another person. Non-assertive behavior often results in anxiety, hurt, and lowered self-esteem.

   Examples: Accepting an invitation then getting a headache.
   Taking longer and doing a poor job on assignments.

2. *Aggressive Behavior* — That type of interpersonal behavior in which a person stands up for her rights in such a ways that the rights of another person are violated. The purpose of aggressive behavior is to dominate, humiliate, or "put the other person down", rather than to simply express one's honest emotions or thoughts.

   Examples: Sarcasm is aggressive. It's a dishonest way of dealing with the problem.

   Holding others responsible for your anger is another aggressive form of behavior.

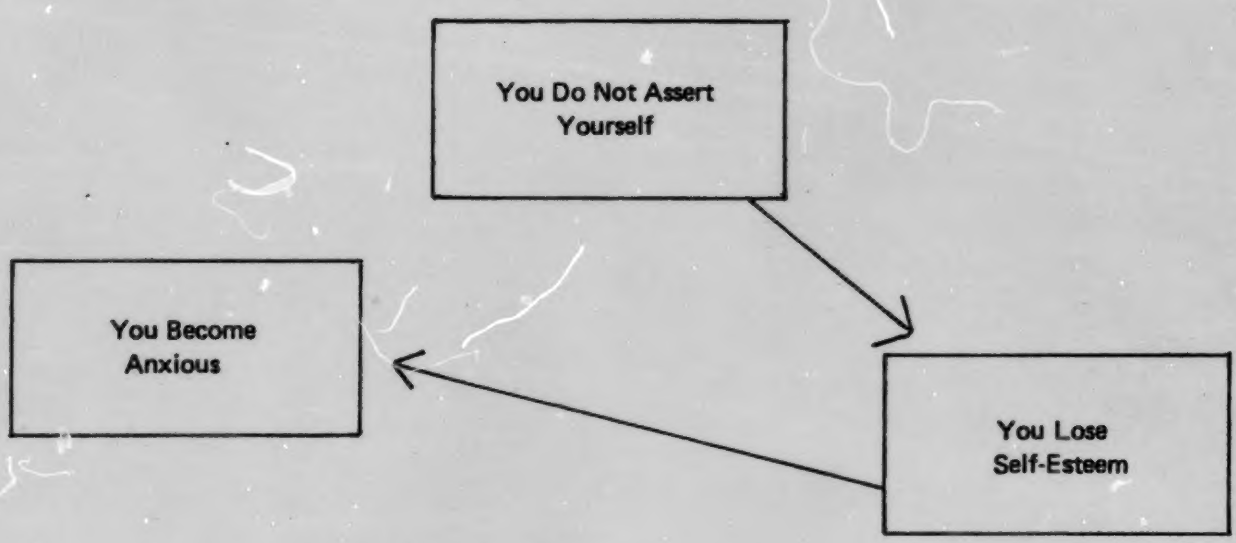
3. *Assertive Behavior* – That type of interpersonal behavior in which a person stands up for his/her legitimate rights in such a ways that the rights of another are *not* violated. Assertive behavior is a *direct, honest* and *appropriate* expression of one's feelings, opinions, and beliefs. High quality assertion also includes an empathetic component which shows some consideration for the other person. It communicates respect rather than submission.

   Assertiveness has limitations – It doesn't always mean getting your way – It may involve negotiation/comprise. Ask yourself (1) What do I want? (2) What do I need? (3) What must I ask for?

STRATEGIES — Main Rules Of Assertion

1. Recognize the other person's feelings and rights (whether or not you verbalize them).
2. Say what you want to say directly — describe the behavior objectively. (Try to leave the emotion out of your voice — stay calm and direct.)
3. Express your feelings firmly and directly.
4. Specify what changes you want.
5. Stipulate the consequences.

*Keep in mind that direct eye contact is a must. Lack of eye contact is the most common anxiety cue. Your body posture, movement, and vocal tune and quality need to add to your assertive statement. You will appear more assertive if you are relaxed and facing the object of your statement.



Advantages of becoming assertive:

- gaining independence
- decision-making power
- responsibility for one's own decisions and behavior
- self-control
- self-respect

THE COMPONENTS OF ASSERTIVE BEHAVIOR

Increasingly systematic observations of assertive behavior have led many behavioral scientists to conclude that there are a number of elements which constitute an assertive act. In our work helping others to develop greater assertiveness, we have given particular attention to these components:

Eye Contact:

Looking directly at another person when you are speaking to him is an effective way of declaring that you are sincere about what you are saying, and that it is directed to him;

Body Posture:

The "weight" of your messages to others will be increased if you face the person, stand or sit appropriately close to him, lean toward him, hold your head erect;

Gestures:

A message accented with appropriate gestures takes on an added emphasis (over-enthusiastic gesturing can be a distraction!);

Facial Expression:

Ever see someone tyring to express anger while smilling or laughing? It just doesn't come across. Effective assertions require an expression that agrees with the message;

Voice Tone, Inflection, Volume:

A whispered monotone will seldom convince another person that you mean business, while a shouted epithet will bring his defenses into the path of communication. A level, well-modulated conversational statement is convincing without intimidating;

Timing:

Spontaneous expression will generally be your goal since hesitation may diminish the effect of an assertion. Judgement is necessary, however, to *select* an appropriate occasion, for example, such as speaking to your boss in the privacy of his office, rather than in front of a group of his subordinates where he may need to respond defensively.

B. LESSON PLAN: ATTITUDES

Unit Objective: To explore the significance of a positive personal attitude as a success predictor in the job-search process.

Performance Objective: At the completion of this unit, the student will be able to:

- Identify from a list of terminology, terms which apply to developing a positive job-seeking attitude.
- Identify from a list of positive and negative attitude statements, the positive job-seeking attitude statements.
- List at least three advantages of displaying a positive job-seeking attitude.
- Write a factual example of a person displaying a positive job-seeking attitude.
- Revise a negative job-seeking attitude statement to a positive job-seeking attitude.
- Paraphrase the quote, "To Thine Ownself Be True."

Skills Emphasized:

- Understanding personal attitudes and how they are conveyed.
- Distinguishing between negative and positive job-seeking attitudes.

Materials and Equipment:

- One copy of attitudes quiz per student
- Pencils and paper
- Personal profile questionnaire (2 pages)

Activities:

1. Affirmations – Each participant is requested to develop a three line jingle which represents his/her goals. Example:

   I will have confidence.
   I will get an interview.
   I will interview well.

   This jingle is to be repeated at least five times a day for positive reinforcement.

2. Each participant is asked to answer the following question: "What motivates you?"

3. The "Getting To Know You" exercise is accomplished by pairing off and exchanging the following information:
   - Who are you?
   - Why are you here?
   - What kind of job do you want?

   Other information as volunteered

4. Sharing — Each participant shares the following information:
   - A good job experience
   - A bad job experience
   - An interview experience

5. Personal Profile — This eleven question profile is designed to aid in writing an autobiography which may help the student set and act upon work goals for the future.

6. Quiz — A ten question quiz is given to evaluate the students' progress in developing and recognizing positive job-seeking attitudes.

ACTIVITY 1: AFFIRMATIONS

Affirmations

Affirmations are action oriented statements used for positive reinforcement.

In order to be effective, affirmations must be repeated or read at least twice daily for at least two weeks. The constant repetition will help to make the concept a part of your thought process.

Your affirmation should be short, action oriented, positive, and in the first person.

Example:

I will learn job solving skills.
I will interview well.
I will get a job.

Use the space below to develop your affirmation!

ACTIVITY 2: WHAT MOTIVATES YOU?

Take a few minutes to analyze what makes you tick! !

Consider . . . .

What keeps you going when you are depressed?

Why do you put up with the hassles? (What makes it worthwhile)

What wouldn't you do for money?

When do you become frustrated?

What motivates you?

Think about the above questions and be prepared to share your answers in class.

ACTIVITY 3: GETTING TO KNOW YOU

Getting To Know You

This exercise will enable you to learn about your classmates and share information about yourself.

You should share the following information with your partner (feel free to share additional information):

. Who are you?
. Why are you here?
. What kind of job do you want?

Be prepared to share the above information *about your partner* with the class. (Each set of partners will be given 10 minutes to interview each other.)

ACTIVITY 4: JOB INFORMATION SHARING

Job Information Sharing

We learn from each other!

Let's share work experiences . . .

Be prepared to share the following information with the class:

- Job experiences you liked most
- Job experiences you liked least
- Your best job interview experience
- Your worst job interview experience

ACTIVITY 5: PERSONAL PROFILE

PERSONAL PROFILE: JOB-SEEKING

Name ______________________________ Date ________________

Class ______________________________

This personal profile is designed to assist you in writing your work autobiography. This work autobiography may help you set and act upon work goals for the future.

Please comple all the requested information.

Checklist of Personal Traits

1. I am . . . (Check only the items which apply)

___ Polite
___ Always on Time
___ Ambitious
___ Enthusiastic
___ Dependable
___ Neat
___ Patient
___ Loyal
___ Efficient
___ Honest
___ Cheerful
___ Helpful
___ Organized
___ Cooperative
___ Respectful of rules
___ Other ____________

2. Indicate which – ___ My friends or ___my spouse feel I am:

___ Polite
___ Always on time
___ Ambitious
___ Enthusiatic
___ Dependable
___ Neat
___ Patient
___ Loyal
___ Efficient
___ Honest
___ Cheerful
___ Helpful
___ Organized
___ Cooperative
___ Respectful of rules
___ Other ____________

3. What do you do best? (Anything you do best is correct, but consider such things as hobbies, prior work experience(s), educational accomplishments, etc. Your "best" may be something that falls in a category *not* listed. In that case, write it down anyway.)

4. What do you need to improve? (Consider personal changes you would like to make, skills you would like to improve, etc.)

5. What kind of job would you like to have within the next year? (Include work hours, type of work, type of dress, equipment, environment, location, type of industry, type of supervisor, etc.)

6. What kind of job would you like to have within the next five years? (Consider the same items listed in question 5.)

7. At the completion of this class, what working skills would you like to have developed?

8. What is most important to you?

9. What do you care least about?

10. Have you worked before?
    a. If yes, list type of work.

11. Do you want to work?
    a. Why or why not?

ACTIVITY 6: ATTITUDE QUIZES

Attitude Quiz
Job Seeking Attitudes

Student's Name ________________________________ Date _______________

Indicate P (Positive Attitude) in the space next to the phrases that reflect a positive work attitude.

___ rarely smiles

___ never makes excuses

___ has a variety of interests

___ often makes excuses

___ seldom criticizes others

___ accepts responsibility for mistakes

___ very critical of others

___ smiles easily

___ has few interests; is often bored

___ respects the ideas and opinions of others

___ unable to look the other person in the eye

___ almost never complains

___ able to see another person's point of view

___ thinks only of self; "What's in it for me?"

___ unwilling to change

___ willing to change ideas, dress, behavior when appropriate

___ when talking with other people, looks them in the eyes, but does not try to stare them down.

Attitude Quiz
Job Seeking Attitudes

Student's Name ______________________________ Date ______________

Indicate P (Positive Attitude) in the space next to the statement that reflects a positive job seeking attitude.

___ I am not taking orders from someone who knows less than I do.

___ I hate working for a woman: they are so picky.

___ I am looking for an entry level job where I can move up.

___ I want a job where I am constantly working.

___ I will not do any filing.

___ I hope I can find a job in which I can learn something new.

___ I am looking for a job that will help me meet my living expenses.

___ I will not work on a split shift job.

___ I don't want anyone always telling me what to do.

___ I can meet new people on a job.

Select a negative job seeking attitude statement from the above list and rewrite the statement to make the statement a positive job seeking attitude statement.

Attitude Quiz
Job Seeking Attitudes

Student's Name ________________________ Date __________

1. List five advantages of displaying a positive job seeking attitude:
    1.
    2.
    3.
    4.
    5.

2. Write a factual example of a person displaying a positive job seeking attitude.

3. What does the statement "To Thine Ownself Be True" mean?

C. LESSON PLAN: GOAL SETTING

Unit Objective: To develop an understanding of the goal setting process so that the learner can create his/her own set of immediate (and, by extension, long) range job (career) goals.

Performance Objective: At the completion of this unit the student will be able to:

- Throw the exact number of ring tosses that he/she has predetermined to throw. (Required distance between thrower and target is *not* given.)
- Throw the exact number of ring tosses that he/she has predetermined to throw. (Required distance between thrower and target is given.)
- Write out a definition for a work goal. (Contrasts with other kinds of goals.)
- Compare in writing, short and long range goals. (Include contrast of short and long range goals.)
- Prepare a written checklist to be used in setting short and long range goals.
- Generate and write a minimum of three personal work achievable goals. (Two short range work goals and one long range goal.)
- Select a short range work goal, sequence steps to achieve the goals, and provide a projected completion date in writing.
- Paraphrase in writing, the quote, "If you don't know where you're going, you'll probably end up somewhere else."*

Skills Emphasized:

- Understanding the concept of and distinguishing between personal and work goals.
- Understanding the difference between short range and long range work goals.
- Understanding the concept of setting completion dates for goals.

Materials and Equipment:

- Ring toss game (can be purchased at toy store)
- Paper and pencils
- Two-page personal work goals quiz for each student

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*Campbell, David P. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Niles, IL: Argus Communications, 1974.

Activities:

1. Course Goal Setting – Each participant is asked what he/she wants to get out of the course and a concensus is established.

2. Ring Toss – Class divides into two groups. Each group takes turns throwing the ring at random. Each person then establishes goals and parameters for successful ring toss and then tosses the ring.

3. Goal Setting – Each student sets own goals and examines the various elements of goal setting.

4. Quiz – A seven question quiz is given to evaluate students' understanding of personal and work goals (both short and long range) and the importance of these types of goals in the job-search.

ACTIVITY 1: STUDENT COURSE GOALS

Student Course Goal

Each student should be asked what they would like to get out of the course. A composite list of students' goals should be made and used by the instructor to insure that the students' goals are met.

ACTIVITY 2: RING TOSS

This exercise is designed to contrast goal setting and pot luck.

POT LUCK

1. Divide the class into two groups.
2. Give each student a chance to project the number of successful rings they will toss.
3. Allow each student to toss the rings an equal number of times.

GOAL SETTING

1. Divide the class into two groups.
2. Give each student a chance to project the number of successful rings they will toss and the distance they will stand from the ring.
3. Allow each student to toss the rings an equal number of times.

DISCUSSION

1. Which process was more rewarding? Why?

ACTIVITY 3: GOAL SETTING

Goals help to measure your success! Also, goals accomplished provide a means of self-confidence.

There are six categories of goals:

Mental
Physical
Financial or Work
Family
Social
Spiritual

When setting goals, keep the following points in mind:

. Goals
Question — What do I want to accomplish?

. Rewards
Question — How will I reward myself when I accomplish my goal?

, Obstacles
Question — What problems should I anticipate?

. Solution
Question — What solution do I have for the obstacle(s)?

. Action Step
Question — What am I going to do to implement my solutions?

. Target Date
Question — When will I have accomplished this goal?

Goals should be:

. Realistic
Question — Can I really do this?

. Specific
Question — Can I measure my accomplishment?

ACTIVITY 4: JOB SEEKING GOALS QUIZ

Student's Name ______________________________ **Date** _______________

1. List six (6) types of goals.

2. Define a work goal and contrast the work goal with other kinds of goals.

   a.

   b.

3. List two (2) short range work goals:

4. List one long range work goal.

5. Select one of the short range work goals from number 3 and complete the following format:

   a. Short range goal:

   b. Steps to accomplish the goal: Completion date:

      1.
      2.
      3.
      4.
      5.
      6.
      7.

6. Use the long range work goal listed in number 4 and complete the following format:

   a. Long range goal:

   b. Steps to accomplish goal: Completion Date:

      1.
      2.
      3.
      4.
      5.
      6.

7. What does the quote, "If you don't know where you're going, you'll probably end up somewhere else," mean?

D. LESSON PLAN: JOB PREFERENCE AND SUITABILITY

Unit Objective: To explore the ramifications of job/career preference and suitability as prerequisite personal knowledge that impacts on job-seeking decisions.

Performance Objective: At the completion of this unit the student will be able to:

- Complete a weekly budget and determine minimum wages needed using an established budget format.
- Complete, in writing, a job acceptance criteria form.

Skills Emphasized:

- Understanding the concept of job preference and suitability.
- Calculating weekly expenses.

Materials and Equipment:

- Weekly budget forms
- Job acceptance criteria sheets

Activities:

1. Budget – Each student completes a weekly budget form and determines minimum wages needed to maintain this budget.
2. Job Acceptance Criteria – Each student completes a job acceptance criteria form to determine job preferences.

ACTIVITY 1: JOB ACCEPTANCE CRITERIA

Student's Name ________________________________

Job Acceptance Criteria

1. Type of Work
2. Location
3. Salary
4. Fringe Benefits: Vacation, Major Medical, Parking, Salary Review, Educational Opportunities
5. Work environment: Atmosphere of office, people, location
6. Possibility for Advancement
7. Nature of company/organization: Manufacturing, Retail, etc.

ACTIVITY 2: WEEKLY BUDGET

Student's Name ______________________

Estimate of Weekly Living Expenses

	SUN	MON	TUES	WED	THURS	FRI	SAT	WEEKLY TOTAL
Food and Beverages At Home								
Food and Beverages Away From Home								
Household Costs Operations (e. g. utilities)								
Maintenance								
Laundry, Dry Cleaning								
Transportation Trains, buses, Private Car Operations								
Transportation Private Car Maintenance								
Recreation, Entertainment								
Clothing								
Routine Medical								
Personal Allowances (Magazines, books, records, movies, gifts, snacks, incidentals, etc.)								
Other Weekly Expenses								
TOTAL								

E. LESSON PLAN: EMPLOYMENT RESOURCES

Unit Objective: To identify the comprehensive resources available to an individual that could contribute to success in his/her job-seeking effort.

Performance Objective: At the completion of this unit the student will be able to:

- Given a written quiz on job resources, 80% of the blanks will be completed correctly.
- Name orally six categories of personal contacts for employment.
- Compile a personal contact list including full names, addresses, and telephone numbers.
- Express orally dialogue to be used in conversation with a personal contact.
- Express orally dialogue to be used in conversation with an employment referral.
- Write an example depicting the correct usage of the Industrial Directory and the Yellow pages in a job-search.
- Write a scenario depicting a person who has created a job for himself/herself. (Include process presented in class.)
- Compile a list of civic and cultural organizational people to contact for employment.
- Write a definition of the term civil service. (Definition must recognize the difference between State and Federal Civil Service employment.)
- List at least two locations to seek civil service employment.
- Select two newspapers from the newspapers provided in class, and identify jobs for which he/she is qualified.
- List two ways the Chamber of Commerce can be useful in a job-search.
- List two ways a library could help in a job-search

Skills Emphasized:

- Developing a personal contact list.
- Generating dialogue to be used in conversation with a personal contact.
- Understanding potential use of the Industrial Directory, Library and Chamber of Commerce in a job-search.
- Understanding the concept of creating a job for oneself even though no job is presently open or advertised.
- Understanding the concept of Civil Service and knowing the location of nearest state or federal Civil Service office.
- Determining from newspaper want ad section jobs available that he/she is qualified for.

Materials and Equipment:

- Newspapers
- Industrial Directory
- Telephone books and telephones
- Paper and pencils
- Personal contact lists
- "How To Create A Job" sheets
- Company contact lists
- Job resources quiz
- "Let's Use the Want Ads"

Activities:

1. Quiz – This eight question quiz is used to evaluate the student's knowledge of various resources for employment and other aids in the job-search.
2. Creating a Job – Each student must read and complete the sheet on creating a position for yourself.
3. Personal Contact List – Each student must fill in the personal contact list that will provide possible job opportunities or connections.
4. Company Contacts – Each student will fill out a form of companies he/she would like to work for as another possible resource in the job-search. Also, each student will fill out a form of companies he/she may have skills for as yet another employment resource.
5. Yellow Pages – Students will practice using the yellow pages as a source of unlisted employment.
6. Chamber of Commerce – Students learn the importance and value of the Chamber of Commerce as a source of information in a job-search.
7. Vocabulary – Students will become familiar with want ad terminology for easier understanding.
8. Want Ads – Students will use the want ads to determine job openings and personal suitability as well as a means of using the communications techniques learned to respond to the ads.
9. Letters – Students will draft and send letters according to the prescribed form in reply to newspaper ads.
10. Employment Agency Contracts – Students will become familiar with contracts used by employment agencies in aiding your job-search.
11. Telephone Dialogue – Students will practice using the prompter and learn the proper dialogue to be used with personal contacts.
12. Library – Students will learn the value of the library as a source of information in the job-search.

ACTIVITY 1: QUIZ ON EMPLOYMENT RESOURCES

Resources For Employment

Student's Name______________________________ Date ________________

Complete the statements by filling in the blanks.

1. ____ % of all positions available are ________________________ ; the remaining ____ % of all positions available are __________________ or __________________.

2. List three sources for listed positions.

3. List two sources for unlisted positions.

4. Write an example of how you have used the industrial guide and the yellow pages in your job search.

5. Define civil service and indicate the difference between state and federal civil service employment.

6. List four places you would go to seek civil service employment.

7. How can the Chamber of Commerce assist you in your job-search? (What two ways?)

8. List two uses of the library in a job-search.

ACTIVITY 2: HOW TO CREATE A POSITION FOR YOURSELF

Frequently, there are gaps in companies as a result of job descriptions. For instance, the professional staff is not responsible for updating manuals, filing bulletins, clipping articles, maintaining logs, or completing routine forms. On the other hand, these tasks are not included in the technical or clerical job descriptions.

It is your responsibility to find out the gaps in the industry you select. Locate someone in the industry and find out where the gaps exist. If your job objective coincides with the gaps in the industry, you have completed the first step in the process of creating a job for yourself. This might not sound like a very important job, but it will get you in the door!!! Your next steps:

1. Compile a list of the tasks you can do to help alleviate the gap.
2. Estimate the potential time and money saving to the company.
3. Call employment manager for appointment to discuss possible job openings:
    a. Once you secure interview, LISTEN to what employer has to offer.
    b. If he/she indicates they have no job openings, share the written information you have developed on the gap in job descriptions.
    c. Observe the reaction and follow the lead.
    d. Emphasize that you would be willing to fill the gap.

How To Create A Position For Yourself

Student's Name ______________________________ Date __________

Write a scenario depicting a person who has created a job for himself. (Use process presented in class).

ACTIVITY 3: PERSONAL CONTACT LIST

Student's Name ______________________________ Date ________________

People you have worked for:

Full Name / Address	City, State, Zip Code	Telephone Number - Work / Home

Close Friends

Full Name / Address	City, State, Zip Code	Telephone Number - Work / Home

Doctor / Dentist

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Lawyer

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Bankers

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Minister

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Club Members

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Neighbors

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Caseworkers

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Neighborhood Store Owner

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Barber / Beautician

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

People You Know in the Armed Services

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Teachers / School Friends

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Civic / Community Leaders

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Relatives

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Local Legislators:
Ward Leader, City Council,
State Representative, and
State Senator

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Real Estate Agent

Full Name / Address	City, State, Zip Code	Telephone Numbers - Work / Home

Student's Name ____________________

ACTIVITY 4: COMPANIES I WOULD LIKE TO WORK FOR

Company Name/Contact Person	Address	Telephone Number

Student's Name ______________

ACTIVITY 5: COMPANIES WHO MIGHT NEED MY SKILLS

Company Name/Contact Person or Personnel Manager	Address	Telephone Number

ACTIVITY 6: LET'S USE THE YELLOW PAGES

Telephone Directory:

Glenn has just completed a mechanics Course at RACC. He has been looking in the newspaper, asking friends, and going to the Employment Office regularly but still wants more leads to jobs or training opportunities. How could the Yellow pages prove helpful to Glenn?

a. Under what headings should Glenn look in the telephone directory?

b. List ten places Glenn could call.

	Name	Address	Telephone#
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

c. Write out the dialogue Glenn should use when calling these companies.

After having completed a Legal Secretarial Science Course, Beth found that even with her newly attained skills, many law businesses desired experienced workers. Beth wanted more leads and more exposure than she received in the daily newspaper ads. If Beth used the telephone directory, what would be some headings she could look under?

List 6 places Beth could call.

Write out the dialogue Beth should use in her Yellow page search.

(X)

ACTIVITY 7: LET'S USE THE CHAMBER OF COMMERCE

Name________________________
Date________________________

You have been looking for a job for weeks One day you read in the paper the Zippo Sneaker Manufacturers are moving to your area. You know that this could mean jobs in various levels of production. How can you find more information on this new company?

a. Who would you call?

____

____

____

b. Write out the dialogue you would use when you make the telephone call.

____

____

____

____

____

ACTIVITY 7A: LET'S USE THE INDUSTRIAL GUIDE

Upon calling (or going to) the Chamber of Commerce of Reading and Berks County, you discover that it can provide you with an Industrial Guide, a source of valuable information on local industries, that can prove helpful in your job search. How can you use the Industrial Guide?

List at least four things you can learn about an industry through this source.

Identify three companies you can call on for employment?

Why did you select the above three employers?

Write out the dialogue you will use with the employers?

ACTIVITY 8: LET'S USE THE WANT ADS

Student's Name ____________________ Date ________________

Office - Clerical

What skills would a person need to get a good job in the positions advertised under this heading?

____

____

____

TYPIST

Individual w/good typing skill is needed by professional office. Mag card bkgd. helpful but not nec. Good benefits and salary. ½ Fee Pd. ½ Re-imbursed. Call SHERRY RIEGEL, 376-0821, ANDREWS ASSOC., 26 N. 6th St., Emp. Agcy.

What does "bkgd.," in the second line above mean? ____________________

____

What does "Emp. Agcy." mean? ____________________

____

You have accepted job advertised above at an annual starting salary of $6,700. The Employment Agency's fee for this salary is 7% of the salary. According to the specifications of the contract and the news ad, how much would you owe the Employment Agency?

____

____

GENERAL OFFICE - Small West Side Office seeking person with outgoing personality and accurate typing. Sal. to apx. $150./wk. Call DON EPLER, 372-8974, PAGODA PERSONNEL, 134 N. 5th St., emp. agcy.

How could you find out the name of the company for the job advertised above?

____

____

If you decided, after you knew where the company is located, that you'd like to apply for the job, who would you ask to speak to when you call the number given in the ad?

What job would you say you are applying for?

[ ]

MEDICAL SECRETARY – Regular, part-time person required with occasional full-time responsibilities, & future long-term full-time potential. Busy doctor office. Graduated salary & benefits. Send resume, with refs., to Box 648 Eagle-Times.

[ ]

The ad above requests a resume complete with references. Draft the letter you would sent to accompany your resume (use separate page).

[ ]

ASSISTANT MEDIA BUYER TRAINEE – Good typing skills a must – 60-70 wpm, head for figures, well organized, meticulous attention to detail. Opportunity for significant advancement with Berks County based 4A Advertising Agency serving regional and national clients. Reply to Box 858 Eagle Times.

[ ]

The article above states that the position requires 60-70 words per minute in typing. You feel that you could perform the duties well except you type 45 words per minute. Would it be wise to reply anyway? *Why? or Why Not?*

[ ]

PERSON TO CLEAN MOTEL ROOMS – Apply after 11 a.m. Dutch Colony Motor Inn, 4635 Perkiomen Avenue.

[ ]

[ ]

PART TIME – Cleaning person wanted. Apply 9 to 11 or, 1 to 2. Reading Window Cleaning Co., 18 N. 10th Street.

[ ]

What skills would the two ads shown above require besides obvious cleaning ability? ______

____

____

[ ]

SEWING MACHINE
OPERATORS

Due to increase production, we need at least 25 exp. operators, will also consider reliable trainees.

INQUIRE ABOUT OTHER OPENINGS
APPLY
BIRD KNIT INC.
BIRD & ROBESON STS.
BIRDSBORO, PA.

[ ]

What information about yourself would you emphasize to increase the probability of your being chosen as a "trainee"? (i.e. course study, personal characteristics, etc.) ____________

____

____

____

[ ]

DATA ENTRY OPERATOR – Key to disk. Applications are now being accepted for the position of Data Entry Operators. Exp. in keypunch, Key tape necessary. Apply in person Mid-Atlantic Distribution Center, F. W. Woolworth Co., R.D. 3, Weaver Rd., Denver, Pa. Equal Opportunity Employer.

[ ]

You have just completed you Data Entry course and as yet have no actual work experience in the field. Would it be beneficial to apply for the job above even through it asks for experience? Why? or Why not? ______________________________

____

____

Write out the dialogue you would use in response to this ad. ____________________

____

____

____

____

____

____

ACTIVITY 9: HELP WANTED VOCABULARY

Help Wanted Ads use a language all their own. Before you can tell if you can get the job – or if you want the job – you must understand this language.

An explanation of some of the most common words and abbreviations used in Help Wanted Ads follows:

WORDS:

AGENCY: An employment agency.

APPEARANCE: How you look and dress.

APPLICATION FORM: The form you fill out to get the job.

APPLY IN PERSON: To go to see about getting the job in person, not by telephone or letter.

APPRENTICE: A person learning a job.

ATTENDANT: A person who works serving others.

BOX ____ The address to which you write for information about the job, either at the newspaper or at a post office.

COUNTER PERSON: A person who serves food at a counter.

DAY OR NIGHT SHIFT: To work in the daytime or at night.

DUES: The money that members of a union must pay to belong to it.

EMPLOY: To hire a person to work.

EMPLOYEE: A person who works for another person or company for wages.

EMPLOYER: A person who hires the services of others.

FEE PAID: The employer pays the employment agency's fee.

FEE REFUNDED: The employer will pay you back the employment agency fee.

FRINGE BENEFITS: The many things that a company does for an employee besides paying the person wages, such as insurance, vacations, and sick leave.

FULL TIME: To work a regular day.

FUTURE: Shows there is a chance to get promotions with the company.

GOOD REFERENCES: You must be able to give the names of reliable people who will speak well of you.

HELPER: One who helps on a particular job.

HOURLY RATES: The money you will receive for an hour's work; or, you will be paid by the hour.

INTERVIEW: A personal meeting with an employer.

LABORER: A person who works with his or her hands.

MANAGER: A person who directs or handles the affairs of a business.

MINOR: A person who is under 18 years of age.

OPENINGS: There are jobs available for which you can apply.

OWN TRANSPORTATION: You must have your own car.

PART TIME: To work only part of the working day, weekends, or after school.

PERMANENT: A full-time job that will not end after a certain period of time.

PERSONNEL MANAGER: The person in a company who is responsible for hiring people.

RECEPTIONIST: A person who sits at a desk and greets people who enter an office.

REGISTER: To apply for a job.

RELIABLE: A person who can be counted on and trusted.

SALARY: The money you get paid for working.

SALARY OPEN: The salary will be agreed upon between the employee and the employer.

SALARY PLUS BONUS: In addition to a regular salary, an extra sum of money will be given, depending on how the person works.

SOLICITOR: A person who sells something by telephone or goes from door to door.

STEADY ADVANCEMENT: As a person's work gets better, the person will be promoted.

TEMPORARY: A job that is only for a certain period of time.

TRAINEE: A person who will be learning a job.

UNIFORM: A particular type of clothing worn for a particular type of job, such as a nurse's uniform or a police officer's uniform.

UNION: A group of people who have joined together to get better working conditions and wages.

COMMENSURATE: Equal in measure or extent; proportionate.

COMMISSION: A percentage of a sales transaction.

HOURLY RATE AND COMMISSION: The money for an hour's work plus percentage of the sales transaction.

ABBREVIATIONS:

Ans.: Answer.

Approx.: Approximately.

Appt.: Appointment; a time for meeting to talk about the job.

Assign.: Assignment.

Asst. or Ass't.: Assistant.

BC/BS: Blue Cross/Blue Shield.

Bet. or Betw.: Between.

Bldg.: Building.

Bus.: Business.

Co.: Company.

Comm.: Commission.

Conds.: Conditions.

DOE: Depends on Experience.

Dept.: Department.

Dntn.: Downtown.

Drv. Lie.: Driver's License.

EOE: Equal Opportunity Employer.

Equip.: Equipment.

Evs.: Evenings.

Exc. or Excell.: Excellent.

Exp. or Exper.: Experience.

Flex. Hrs.: Flexible hours.

Gd. Sal.: Good Salary.

Hr.: Hour or hours.

Incl.: Included.

Indiv.: Individual.

Info.: Information.

Lt.: Light.

Loc.: Location.

M/F: Male or female – the job is open to either.

Mech.: Mechanical.

M-F: Monday through Friday.

Min.: Minimum.

Mgr.: Manager.

Mkt.: Market.

Mo.: Month.

Nec.: Necessary.

Natl.: National.

Ofc.: Office.

Oppty.: Opportunity.

PT or p/t: Part time.

Per hr.: Per hour; each hour.

Perm.: Permanent.

Per wk.: Per week; each week.

Ph. aft.: Phone after.

Pref.: Prefer.

Priv.: Private.

Pub. Trans.: Public Transportation.

Ref. req.: References required.

Rel.: Reliable.

Sal.: Salary.

Secty.: Secretary.

Sls. Mgmt.: Sales Management.

Sm.: Small; some.

Start.: Starting; to start out with.

Temp.: Temporary.

Trans.: Transportation.

Typ.: Typing.

w/: With.

Wk.: Week or work.

Wkdys.: Weekdays.

Wknds.: Weekends.

Vic.: Vicinity.

Yr.: Year.

Yrly.: Yearly.

ACTIVITY 10: NEWSPAPER ADVERTISEMENT REPLY LETTER FORMAT

In replying to newspaper advertisements, it is important that you immediately point out how your qualifications meet those requested in the advertisement.

Note: It's a good idea to delay your response a day. Hopefully, your letter will be received after the general replies.

Your address
City, State, Zip Code
Date of Letter

To Whom It May Concern:

Your advertisement for a ____________________ in the (Newspaper and date) appealed to me because it appears to be seeking someone with my qualifications.

Your requirements:	My qualifications:
good typing skills	type 60 WPM with 2 errors
____________________	____________________
____________________	____________________

Enclosed is a copy of my resume which further outlines some of my background.

I would like to meet with you to discuss my qualifications in more detail.

Sincerely,

Your name

Enclosure

ACTIVITY 11: EMPLOYMENT AGENCY CONTRACT — Review for Informational Purposes

CONTRACT AND AGREEMENT - Read Carefully

You are not obligated to accept any position that we suggest for you. However, if you accept a position to which we refer you, either verbally or otherwise, you are under definite legal obligation for the payment of our charge as per the terms of this contract.

(a) I hereby authorize the filing of my application with the PERSONNEL SERVICES and authorize said Agency to act as Agent in my behalf in securing a position; and in case I obtain or agree to accept employment by direct or indirect referral, agree to pay the said Agency a Service Charge in accordance with the schedule of rates listed below:

ANNUAL STARTING SALARY	FEE
Up to $ 3,999.99	5%
$ 4,000.00 to $ 4,999.99	6%
$ 5,000.00 to $ 6,999.99	7%
$ 7,000.00 to $ 7,499.99	8%
$ 7,500.00 to $ 7,999.99	9%
$ 8,000.00 to $ 9,999.99	10%
$10,000.00 and over	1% per $1,000.00

(b) I accept these charges on the basis of a position resulting through reference, recommendation, introduction, assistance or information, all of which may be direct or indirect, (the term "accept" as used in this contract shall be construed to mean an agreement by applicant with new employer to commence work on a specific date having reached an agreement concerning salary and duties.)

(c) The computation of the Service Charge shall be upon the basis of the Annual Salary and/or Drawing Account established for the position, including any bonuses or sales commissions. Bonuses, commissions, and gratuities are to be charged for at a mutually agreed upon time (not to exceed 90 days) between Agency and myself, and I agree to immediately furnish information on such bonuses and commissions, when called upon to do so by said Agency. IN CERTAIN CIRCUMSTANCES EMPLOYMENT AGENCY FEES ARE DEDUCTIBLE FOR INCOME TAX PURPOSES.

I FURTHER UNDERSTAND AND AGREE:

(1) The Service of the Agency is completed and the FULL SERVICE CHARGE EARNED when I agree to report for work.

(2) I am to pay 10% of all salary and wages (before any deductions) earned on the position above referred to, when in the beginning it is agreed between Employer, Agency and Myself, it is a temporary one, (one of 10 weeks or less) or made temporary, but in no event shall the Charge exceed the Permanent one for the said position. Under any other condition the position is considered one of Permanence and charged for accordingly.

(3) For temporary positions (less than 10 weeks) accepted and agreed upon as such by applicant, employer and PERSONNEL SERVICES, I agree to pay an amount equal to 10% of salary or commissions earned during the period of such engagement.

(4) If after accepting a position secured for me by Personnel Services, I fail to report for work, or voluntarily resign to accept employment elsewhere, I agree to pay the full service charge for a permanent position. However, should the position terminate for any other reason within the first ten (10) weeks, the fee for a temporary position as stated in (3) above will apply.

(5) The term "permanent position" shall be construed to mean a position lasting more than 10 weeks.

(6) If within one year of a referral to an employer, arranged by Personnel Services, I accept any position offered by this employer or an affiliate of this employer, (even though it may not be the position outlined originally) as a result of information furnished directly or indirectly by Personnel Services I agree to pay a Service Charge, based upon the regular schedule.

(7) In case the employer pays the Service Charge, and I leave to accept employment elsewhere, within three months of date entering upon such employment, I agree to pay to Personnel Services the full fee charged for the position and paid by employer (the fee paid by employer to be refunded to the company).

(8) That if I accept a Temporary Position, which later results in being employed on a Permanent basis, even if it may not be a continuation at the same position, I am to pay the Service Charge on the Permanent basis.

(9) That PERSONNEL SERVICES does not guarantee a position for me, or guarantee the permanence, payment of salary, working conditions, or any other conditions or adjustments not provided for herein.

(10) I agree to keep confidential all information covering positions given to me by Personnel Services. If I impart such information to another person, who thereby obtains the position, the above mentioned Service Charge shall be considered earned by Personnel Services and payable by me on the same terms and conditions as if I had obtained the position myself.

(11) I AGREE TO REPORT THE RESULTS OF INTERVIEWS WITH PROSPECTIVE EMPLOYERS IMMEDIATELY TO PERSONNEL SERVICES.

(12) In order to enable you to evaluate me as a prospective employee, I hereby authorize you to obtain an inventory report, including information about my character, general reputation, personal characteristics, mode of living and financial responsibilities. I understand that I have the right to request of you the complete nature and scope of this report.

I hereby acknowledge that I have read and received a copy of this statement.

By . . . . Date . . . .
(Applicant sign here)

Accepted By . . . . Date . . . .
(PERSONNEL SERVICES)

ACTIVITY 12: PERSONAL CONTACT DIALOGUE

Let's put our pride on the back burner. Let everyone you know know you are looking for a job!

Indicate with a check the people on your personal contact list who could help you in your campaign by giving you good advice, job leads, or the names of their friends who could be interested in your availability.

If you decide to call rather than write, consider the following dialogue:

> "Hello, (name of person). How are things going with you? I am calling you for some career guidance. I am seeking a (name of position), and would like to know if you can suggest someone or a company who I might contact for employment?"

After receiving information:

> "May I have your permission to use your name when I make the contact?"

Now that you have a referral from your personal contact, you are ready to call or write the referral.

If you decide to call, consider the following dialogue:

> "Hello, (name of person), my name is (   ), (your personal contact's name) suggested that I call you. I am looking for a (position title) job and would like to know if you know of any opening in your company.

If the answer is no, ask for suggestions of places to contact or if it would be beneficial to call back in two weeks.

ACTIVITY 13: LET'S USE THE LIBRARY

Upon completing his courses at RACC, Ryan found that he needed to explore the job market for opportunities. He is not certain whether he will stay in the Reading area or if he'd like to explore job opportunities in other cities. In addition to finding job openings, he'd like to learn more about various companies. If Ryan (or imagine yourself in this situation) were directed to the Public Library, he would find newspapers, telephone directories, annual reports, reference services, Dun and Bradstreet, (Books, reference books), magazine articles, pamphlets, and non-print materials (i.e. films) How can each of these sources prove helpful to Ryan?

Newspapers ____

____

____

Telephone directories ____

____

____

Annual Report ____

____

____

Reference services ____

____

____

Dun & Bradstreet ____

____

____

F. LESSON PLAN: PRE-APPLICATION SKILLS

Unit Objective: To recognize the sequenced progression of, and the devices (resumes, etc.) used in, the application process for the purpose of rehearsing the skills and refining the products used in the process.

Performance Objective: At the completion of this unit the student will be able to:

- Complete designated format for employment history correctly.
- Complete personal data, job accomplishments, and employment objective format correctly.
- Draft a resume using format designated in class.
- Draft an introductory cover letter to accompany resumes using guidelines provided in class.
- Draft letter(s) to person(s) to be used as references to secure permission to use their name(s).
- Draft a follow-up letter to respond to newspaper ads using format provided in class.
- Complete a written quiz on the use of resumes, introductory letters, follow-up letters, want ad letters, and reference letters with 80% proficiency.
- Provide instructions for typing and reproduction of resumes and letters drafted to be used in job search.
- Prepare and complete a log to be used to monitor activities during the entire job search.
- Complete a written quiz on job application completion with a proficiency rate of 80%.
- List three options available for completion of salary blank on employment application.
- State one advantage and one disadvantage of not indicating salary on applications.
- Complete a written quiz on interview preparation with 80% proficiency.
- Respond orally to twenty questions most frequently asked during an interview.
- Complete the task on the job pre-interview checklist before the mock interview.
- Give written examples of five things not to do at an interview. Also, provide a reason why not.
- List at least five questions the interviewee should ask at an interview.
- Demonstrate in a mock interview, skills listed on the interview checklist.
- Express at least two suggestions for improving the mock interview session.
- Paraphrase the statement, "Dress for the job you are seeking."

Skills Emphasized:

- Completing application forms
- Drafting letters and resumes
- Understanding the questions of an interview
- Do's and don'ts of interviews
- Demonstrating appropriate telephone technique

Materials and Equipment:

- Application forms
- Log sheets
- Letter formats and guidelines
- Application blanks handouts
- Pre-interview checklists
- Questions for interviews

Activities:

1. Job Search Monitor – Each student will record contacts and references on contact job search log or reference permission log to monitor activities during the job search.
2. Resume – Each student will draft a resume according to given format.
3. Letters – Each student will draft introductory cover letters, follow-up letters, and reference permission letters according to format and will understand the usage of these letters.
4. Interview Questions – Each student will respond to the twenty most frequently asked questions on interviews. Also, each will utilize the questions the interviewer should ask.
5. Interview Quidelines – Each student will relate the do's and don'ts of interviewing according to set guidelines.
6. Pre-interview Checklist – To assure preparedness for the mock interview.
7. Dressing for the Job – Each student will relate and display the importance of appropriate dress for an interview.
8. Telephone Dialogue – Utilize the technique in his/her job search.
9. Quiz – This quiz will evaluate the students' progress in acquiring the valuable application, letter form, and interview skills necessary in the successful job-search.
10. Personal Data Card – Each student will complete the Personal Data Card to provide a useful personal source of ready information.

ACTIVITY 1: CONTACT JOB SEARCH LOG

Student's Name ____________________

Company Name Employment Manager's Name, Address, and Phone number.	Date you visited (v) or mailed (m) letter & resume.	Date of Reply from company, if any.	Date of your follow-up call.	Interview Date and Time.	Follow-up Date.
Referred By:					

Company Name Employment Manager's Name, Address, and Phone number.	Date you visited (v) or mailed (m) letter & resume.	Date of Reply from Company, if any.	Date of your follow-up call.	Interview Date and Time.	Follow-up Date.
Referred By:					

Contact Job Search Log - This log monitors your job search progress by recording company names, referrals, dates of letters sent, interviews and follow-ups.

ACTIVITY 2: REFERENCE PERMISSION LOG

Student's Name ____________________

Name of Reference	Date Letter Mailed	Card Returned

Name of Reference	Date Letter Mailed	Card Returned

Reference Permission Log - This log provides ready information on names of references, dates of permission letters, and responses from possible references.

ACTIVITY 3: RESUME FORMAT

Rhonda Smith
610 North 12th St.
Reading, Pa 19601
(215) 775-1021

POSITION OBJECTIVE:	Full Time Secretarial Position	
BACKGROUND SUMMARY:	Successful secretarial experience includes: Mag Card II use, transcribing, conference coordination, organizing business trips, implementing new file systems, drafting letters, coordinating staff of 35, monitoring time sheets, making travel arrangements.	
	WORK ACCOMPLISHMENTS	
FILE ORGANIZATIONS	Purged 10 year old files and established new file system.	
COORDINATION OF STAFF	Manager on one month business trip, I coordinated correspondence, time sheets, telephone requests and other staff needs.	
TRANSCRIBING	Took notes at all staff meetings and board meetings. Responsible for editing and sending copies of minutes to President of Company.	
EMPLOYMENT HISTORY:	Secretary. Hartford Insurance Group, 412 Washington Street, Reading, PA. Responsible for all clerical and coordination functions for staff of 35. (June 1977 to Present)	
	Clerical Typist II. Metropolitan Property & Liability Insurance Company. 600 Penn Street, Reading, Pa. Responsible for all typing, telephone answering and filing. (January 1971 – June 1977)	
EDUCATION/ TRAINING	Roosevelt High School Reading, PA 19607 Business Course 1967-70 Diploma Received	RACC/TRAC Reading, PA 19603 Work Readiness Course 1970-71 Certificate Received
PERSONAL:	Date of Birth: 6-12-52	Health Status: Excellent
	Marital Status: Married	Language: Spanish
REFERENCES:	Will be furnished upon request.	

RESUME FORMAT

Your Name
Your Address
City, State, Zip Code
Area Code - Telephone Number

OBJECTIVE: State your job goal.

BACKGROUND SUMMARY: List skills you have acquired through school and previous jobs.

WORK ACCOMPLISHMENTS

SKILL SITUATION

SKILL SITUATION

EMPLOYMENT HISTORY: Job Title. Name, address of company. Duties. (Dates of Employment.)

Job Title. Name, address of company. Duties. (Dates of Employment.)

EDUCATION / TRAINING: Name of school, type of course, dates of attendance.

PERSONAL: Date of Birth, Health Status, Language, Memberships and Awards.

MARITAL STATUS:

REFERENCES: To be furnished upon request.

ACTIVITY 4: RESUME PREPARATION

The best policy for resume preparation is the KISS Method (Keep It Simple Stupid). No Offense!

The goal of a resume is to present a one page highlight of your accomplishments.

We will complete the resume by compiling several formats.

EMPLOYMENT HISTORY FORMAT

(Please Complete)

Job Title: ______________________________

Employer's Name & Address: ______________________________

____

From: ______________________________

To: ______________________________

Duties: ______________________________

____

What did you do in this job that you were most proud of?: ________

____

Job Title: ______________________________

Employer's Name & Address: ______________________________

____

From: ______________________________

To: ______________________________

Duties: ______________________________

____

What did you do in this job that you were most proud of?: ________

____

Job Title:

Employer's Name & Address:

From:

To:

Duties:

What did you do in this job that you were most proud of?:

Job Title:

Employer's Name & Address:

From:

To:

Duties:

What did you do in this job that you were most proud of?:

EDUCATIONAL FORMAT

(Please Complete)

From:

To:

Name of School:

Address of School:

Type of Courses Taken:

From: ______________________________

To: ______________________________

Name of School: ______________________________

Address of School: ______________________________

____

Type of Courses Taken: ______________________________

____

From: ______________________________

To: ______________________________

Name of School: ______________________________

Address of School: ______________________________

____

Type of Courses Taken: ______________________________

____

From: ______________________________

To: ______________________________

Name of School: ______________________________

Address of School: ______________________________

____

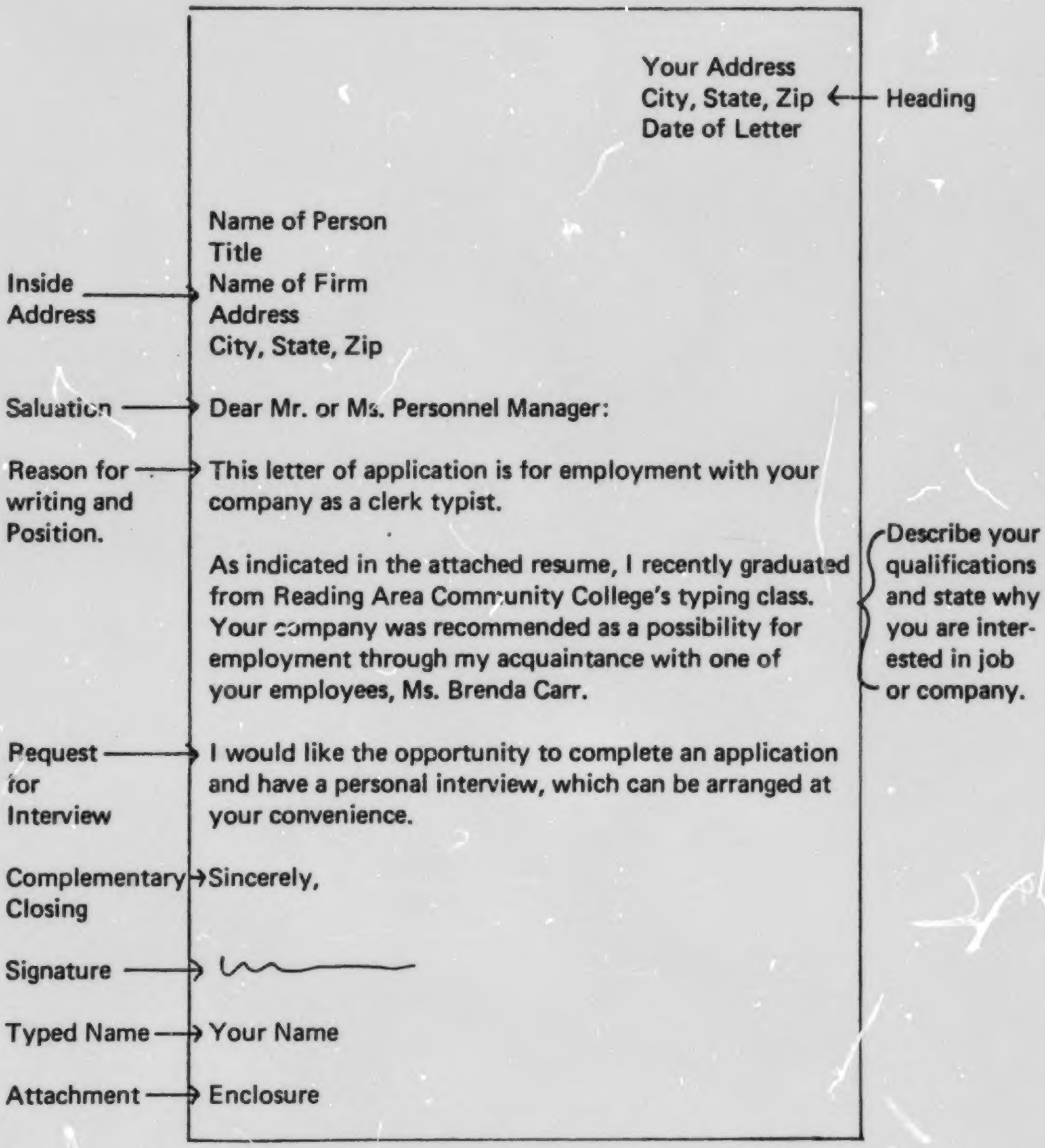
Type of Courses Taken: ______________________________

____

ACTIVITY 5: INTRODUCTORY COVER LETTER (Letter of Application)

The introductory cover letter is your *first opportunity* to make contact with an employer. Mailing out letters of application is an economical way to contact a large number of prospective employers.

Sample Introductory Cover Letter or Letter of Application



Your Address
City, State, Zip
Date of Letter

Name of Person
Title
Name of Firm
Address
City, State, Zip

Dear Mr. or Ms. Personnel Manager:

This letter of application is for employment with your company as a clerk typist.

As indicated in the attached resume, I recently graduated from Reading Area Community College's typing class. Your company was recommended as a possibility for employment through my acquaintance with one of your employees, Ms. Brenda Carr.

I would like the opportunity to complete an application and have a personal interview, which can be arranged at your convenience.

Sincerely,

Your Name

Enclosure

Heading
Inside Address
Salutation
Reason for writing and Position.
Describe your qualifications and state why you are interested in job or company.
Request for Interview
Complementary Closing
Signature
Typed Name
Attachment

ACTIVITY 6: REFERENCE PERMISSION LETTER

The objective of a "reference permission letter" is to get permission to use someone's name as a job reference.

When choosing people whom you want as references, consider those who have worked with you over a period of time, especially your supervisors. Also consider people from your "personal contact list," especially professionals such as civic leaders; or socially prominent leaders in your community, but exclude credit references.

Also, include your resume with the reference permission letter.

For your own security send a self addressed, pre-paid postal card with your letter of reference permission. The return of the postal card to you will let you know the person is willing to give you a positive reference if contacted by an employer.

Reference Permission Letter Format

Your address
City, State, Zip Code
Date of Letter

Name of Reference
Address
City, State, Zip Code

Dear _______________:

Currently, I am involved in a job search. I am seeking a _____________ position.

I would like to have your permission to use your name as a reference. I am enclosing a self addressed postal card for your response.

Your cooperation will be appreciated.

Sincerely,

Your Name

Enclosure

Reference Permission Self-Addressed Post Card

Front

☐

Your Name
Your Address
Your City, State and Zip Code

Back

Please check one, sign and return.

I will give you a good reference. You may use my name. ☐

I would prefer you not use my name as a reference. ☐

Signature ______________________________
Type Name of Reference

ACTIVITY 7: FOLLOW-UP LETTER

The follow-up letter is a courtesy that just might get you the job. The objective is to thank the employer and reinforce your interest in the position.

You can follow-up the letter with a call.

Consider the following dialogue . . .

"Mr. or Ms. (Employment Manager's name or Interviewer's name),

This is (Your Name). I had an interview with you last (day or date), and I thought I would call to see how things are coming along."

Follow-up Letter

Your address
City, State, Zip Code
Date of Letter

Name of Interviewer
Title
Name of Company
Address
City, State, Zip Code

Dear ________________:

Thank you for the opportunity to interview for the name of position position.

I am very interested in the position and feel confident that I will be able to perform the duties outlined.

I look forward to hearing from you very soon.

Sincerely,

Your Name

ACTIVITY 8: QUESTIONS MOST FREQUENTLY ASKED AT AN INTERVIEW

ICE-BREAKERS (Comments to get conversation started)

1. Stained glass has always fascinated me. How did you get interested in it?

2. Everyone here is so helpful.

EDUCATION AND WORK HISTORY

3. Tell me about yourself.

4. Why did you choose your particular field of work?

5. How far did you go in school?

6. What courses did you like most? least?

7. What activities have you participated in outside of class? Have you held offices?

8. Do you feel you have received a good general education?

9. What sports are you interested in? As participant? As observer?

10. Tell me about your grades — overall, and in your majors. Technical courses?

11. How long have you been out of work?

12. Tell me about the most satisfying job you ever had. The least.

13. Why did you drop out of school in 19 ?

14. Tell me about the best boss you ever had. The worst.

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15. Can you get recommendation from your former employer?

16. What have you learned from some of the jobs you held?

17. What were your duties?

18. How many time were you late on your last job?

19. How did your last boss rate you at evaluation time?

20. Have you ever been fired?

AMBITION AND PLANS

21. What do you feel are your greatest strengths?

22. Are you a joiner or a loner? A leader or a follower? A committee member or an executive?

23. What job in our company would you choose if your were entirely free to do so?

24. What do you hope to be doing ten years from now?

25. How long do you expect to work?

26. How old were you when you became self-supporting?

27. Will you fight to get ahead?

28. What does success mean to you? How do you judge it?

29. Assuming you are hired for this job, what do you see as your future?

30. What qualifications do you have for this work?

31. Are you willing to go where the company sends you?

COMPANY OR ORGANIZATION

32. Why do you think you might like to work for us?

33. What do you know about our company?

34. Where did you learn about our company?

35. What section of our organization are you most interested in?

36. What are your salary requirements?

37. Do you like routine work? Regular work?

38. Do you have an analytical mind?

39. Would you prefer a large or a small company? Why?

40. Have you ever been a member of a union? Worked with union members?

41. If you could live in any part of the world, or do anything you wanted to, what and where would it be?

PERSONAL AND SHOCKERS

42. How does your husband/wife feel about your work (career, profession)?

43. Have you been married before?

44. What arrangements will you make for your children?

45. Are you busy this evening?

46. Have you ever been treated for mental illness?

47. What do people think about you?

48. What do you find to criticize about others?

49. Can you take instruction without feeling upset?

50. Have you ever used drugs? How much do you drink?

51. Do you have any hobbies?

52. How do you spend your spare time?

53. What kind of people do you enjoy working with?

54. Tell me about your weaknesses?

NOTE: Some of these are routine; some are impertinent and are designed for shock value. Plan how to respond to them in terms of your own values (Courteously).

WIND-UPS AND PRECEDURAL

55. When can you start work?

56. Are you interviewing at other companies?

57. Can you work on split shifts?

58. Why should I hire you?

59. If we invite you to our plant (main office) in Midland, Michigan, would you be able to come?

60. What else do you think I should know about you?

61. Do you have any (other) questions?

ACTIVITY 9: DON'TS OF INTERVIEWING

Don't be a comedian.
Don't exaggerate.
Don't take over the conversation.
Don't try to hide anything.
Don't interrupt.
Don't stall.
Don't be too hasty.
Don't overdo or brag.
Don't softsoap.
Don't be too technical (unless requested).
Don't be evasive.
Don't try to give the answer you think the interviewer wants.
Don't make negative comments about previous bosses or employers (employment managers react negatively to those kinds of comments).
Don't presume the question — let the interviewer finish the question before you answer it.
Don't wear sunglasses in the interview.

ACTIVITY 10: QUESTIONS INTERVIEWEES MIGHT ASK

NOTE: Research your organization. Never ask questions you could easily have answered through a little research. Some of these questions are sensitive and must be asked carefully or not at all.

JOB DESCRIPTION

1. What are the job specifications for this position?
2. Are the duties and responsibilities described clearly?
3. Is there a clear statement of the extent of authority?
4. Can the job description be altered? Upgraded?
5. Opportunities for overtime?

JOB HISTORY

6. How long has this position been in existence? Open?
7. Who had this position until now? Why is he/she being replaced?
8. How long was he/she in it?
9. Is this one of a number of similar position or is there only one?
10. Where do people go after working in this position?
11. How long do they usually stay in it?
12. Opportunities for advancement?

PERSONNEL

13. Who would I be working with? How many are there? My immediate supervisor? Associates in related departments?

14. Could you describe the atmosphere (feeling, tone) of the department? How do the people relate to one another? Do they tend to form personal relationships?

15. Do you have suggestions about becoming integrated into the department?

16. What problems do you feel I will have adjusting to this position?

THE DEPARTMENT

17. Does the company have any long range plans for this department?

18. What new projects or ventures are contemplated in the near future?

19. How long has this department existed?

20. Where does this department fit in the company's organizational plan?

21. Is there more than one boss?

22. Who makes the final decision on hiring for this position?

ORIENTATION AND/OR TRAINING

23. Is there a training program or orientation program for new employees?

24. How can I become familiar with company policies and etiquette?

25. Are employees encouraged to take courses? Is tuition reimbursed?

THE COMPANY

26. Does the company have periodic employee performance review?

27. What are the prospects for promotions? Salary increases?

THE COMMUNITY

28. Does the company encourage employees to participate in community activities?

SOME QUESTIONS FOR PLANT VISIT

29. In addition to salary, what other benefits are there? Bonus? Health plan? Insurance? Retirement? Profit-sharing?

30. Does the company arrange employment contracts?

31. Does the company reimburse moving expenses? Losses in selling house? Living and travel expenses while searching for permanent housing?

32. How about vacations and sick-leave?

QUESTIONS NOT TO ASK

33. How much is the salary?

35. Any question beginning with the following: "If I don't get the job with (any other organization) . . ."

36. Any question beginning with the following: "If you should decide not to hire me . . ."

37. How do you feel about hiring somebody who has been in jail?

38. Does the company have any policy regarding membership in the Communist party?

39. How much money do you make?

ACTIVITY 11: PRE-INTERVIEW CHECKLIST

____ Has written down the time, address of company, and name of interviewer.

____ Has completed research on company.

____ Is prepared to arrive fifteen minutes earlier than scheduled interview appointment.

____ Knows how to pronounce interviewer's name.

____ Is prepared to answer the most frequently asked interview questions.

____ Has a completed personal data card.

____ Has questions prepared to ask the interviewer.

____ Is dressed neatly, wearing clothes in line with position sought.

____ Has copies of your resume.

____ Is clean shaven, hand and nails clean and trim.

ACTIVITY 12: DRESS FOR THE POSITION YOU WANT – MALE

Because we are judged by our appearances (In this case you *can* tell a book by its cover!), a good rule to follow is to dress for the position you want.

Remember these basic rules when job-seeking:

- Don't let a girlfriend or wife choose your clothing unless she is a wardrobe engineer!
- Don't be influenced by designer.
- Don't let your background (social, cultural, economic) choose your clothing.
- Don't overdo it – be conservative.

SUITS

- Choose a suit wisely (don't be cheap) and have it well fitted.
- Buy wool or polyester and wool blend because they look better and last longer.
- Choose blues, grays, and beiges for your suit color. (Black suggests a funeral)
- Solid suits are best but pinstripes are fine as long as you choose wisely and avoid the "ganster look."
- Plaids are fine if they are subtle and businesslike.
  (Rule of thumb: If you can wear your plaid suit jacket separately as a sport jacket, don't buy it.)

SHIRTS

- Shirts should be cotton or cotton and polyester blend. Unfortunately, cotton wrinkles terribly while wash-and-wear stays neat.
- Never wear shiny or see-through shirts.
- Choose shirts in solid, pale blue or other pastels.
- Avoid pink or lavender shirts – they have negative masculine associations (If you're black, these colors should be avoided because of prejudicial association).
- Never wear floral, paisley, or picture shirts for business.
- Long sleeves are better – they show more authority.
- No pockets on shirts is better but one plain pocket is fine.
- Never wear a shirt with pleats, ruffles, cowboy yokes, or flashy buttons.

TIES

Ties are probably the most important symbol of social status so your choice of ties is important.

- The best fabric for this is silk. Wool or a wool blend is good as well as a good cotton tie.
- Avoid black ties (unless you're going to a funeral).
- Avoid big, busy patterns.
- Never wear "storybook" or "picture" ties.
- The best choice is a solid tie to contrast with your suit. Also, an evenly spaced repeating pattern like paisley, polka-dot, stripes, or Ivy League patterns.
- Make sure your ties are not too long or too short (It should reach your belt buckle).

ACCESSORIES

- Wear black or brown shoes in lace up or slip on styles.
- Wear a beige raincoat.
- Avoid too much jewelry.
- Use quality tools and accessories — invest in a good brief case and pen set. It will prove effective.

Remember:

- You are selling yourself — to get the best job, you must look the part.
- Suits establish authority, credibility, and likability, the darker the better *but* black is for funerals.
- Make sure your shirt is *lighter* than you suit and your tie is darker than your shirt.
- Never put two patterns next to each other.
- Be conservative.
- No matter what type of job you are seeking (suit or no suit), be neat and well groomed.

See J. T. Molloy's *Dress For Success* for more information.

DRESS FOR THE POSITION YOU WANT – FEMALE

Frequently, people judge you by the way you dress. A rule of thumb would be to dress for the position you want, not the position you have. Consider the following when you are job-seeking:

Here are four basic rules to follow:

- Don't let the fashion industry influence you – fads are out!
- Don't view yourself as a sex object – if you dress sexy, you're not selling your brain.
- Don't let your social economic background influence your choice of clothing.
- Don't dress in pinstriped pantsuite – don't be an "imitation man."

Now for some pointers that help you dress for success:

DON'T:

- Wear knit polyester suits.
- Wear pants when dealing with men.
- Wear designer glasses.
- Wear vests with suits – it accentuates the bustline.
- Wear pinks, purples, or light greens – you want to look businesslike not girlish.
- Wear a lot of make-up – no eyeliner and little or no eye shadow and clear nail polish.
- Wear jewelry you'd wear at nightime.

DO:

- Dress like you are applying for the job one or two steps higher than the one for which you are interviewing.
- Wear a skirted suit (no vest) in wool, tweed, or linen.
- Wear these color suits: navy blue, gray, camel, dark maroon, beige, black with white, light blue or other contrasting color blouse.
- Wear skirt slightly below the knee.
- Wear upper-middle class clothing. (Cross-shop in most expensive shop and compare quality with shop in your price range. Once you've found quality item for more reasonable price, that's your choice.)
- Wear plain pumps -- no high heels with open toe or heel.
- Wear neutral-colored pantyhose (skin colored).
- Carry an attache case, if possible, or a good leather purse.
- Shop carefully for greatest mileage – cheapness doesn't pay!

See J. T. Molloy's *The Woman's Dress For Success Book* for more information.

ACTIVITY 13: TELEPHONE DIALOGUES

Frequently receptionists and secretaries are hired to protect the time of the superior. Therefore, it is very difficult to get to see the person in charge.

Consequently, one of your goals will be to secure the name of the person in charge of hiring, i.e., the personnel manager. The following are several approaches to help you obtain the name of the person hiring:

Before the actual call (a day or an hour before), call the company and ask the name of their personnel manager. Be sure to get the exact spelling.

If the person wants to know why you need the name, indicate you need the name for mailing information.

In the actual call (after you have obtained the name of the person doing the hiring) ask for the person by name.

Your conversation might start off something like this:

> "Good morning (afternoon). May I please speak with Mr. or Mrs. (employment manager's name)."

If the employment manager is not available at that time, ask when you might reach him (when you should call back). If he is going to be gone for several days, then ask to speak to his assistant.

Now that you have the employment manager on the telephone:

> "Mr. or Mrs. (employment manager's name) my name is (introduce yourself). I'd like to be a (name of job). I can (recite major skills for that job)."
>
> "I am currently working as (recite position), and I am seeking a position with upward mobility."

Or:

> "I have never worked as a (name of job seeking), but I have taken (type of training at name of school)."

Then:

> "I'd like to talk to you about future employment. May I make an appointment for an interview?"

If person indicates there are no openings:

> "May I call you back in two weeks to see if you have any openings?"
>
> "Can you suggest another company that would have openings?"
>
> "Thank you for your time and interest."

If you sent an introductory letter and resume to the employment manager, you might use the following dialogue:

> "Good morning (afternoon) Mr. or Mrs. (employment manager's name).
> My name is (   ), and I recently sent you a letter and resume.
> My purpose in calling today is to see if I can arrange for an interview with
> you. I would like to discuss employment possibilities at (company name)
> in person with you."

If the person indicates there are no openings, ask the questions on future openings and other possible employers.

ACTIVITY 14: JOB SEEKING SKILLS QUIZ

I. Indicate in the blank the letter(s) of the phrase(s) that describe the selling tool accurately:

Selling Tool

_____ Follow-up Letter

_____ Reference Letter

_____ Want-Ad Letter

_____ Reference Postal Card

_____ Letter of Application

_____ Resume

Explanation

A. Used to inform prospective employer of personal data, employment and education experience.

B. Should always accompany a resume.

C. Provides a convenient response for prospective references.

D. Helps to highlight your skills to the prospective employer.

E. Also called an introductory letter.

F. This serves as a courtesy and a reminder - can be replaced with a telephone call.

G. This letter is used to ensure that your references will give you a good reference.

II. Indicate (with the correct number 1, 2, 3, 4, and 5) in what order the following letters should be utilized.

_____ Follow-up Letter

_____ Reference Letter

_____ Want-Ad Letter

_____ Reference Postal Card

_____ Letter of Application

ACTIVITY 15: PERSONAL DATA CARD

FRONT

REFERENCES

Name ____________________ Phone ________
Address ____________________________
____________________ Zip Code ________

Name ____________________ Phone ________
Address ____________________________
____________________ Zip Code ________

Name ____________________ Phone ________
Address ____________________________
____________________ Zip Code ________

WORK EXPERIENCE

Company ____________________ Phone ________
Address ____________________________
Supervisor's Name ____________________
How Long Employed ____________________

Company ____________________ Phone ________
Address ____________________________
Supervisor's Name ____________________
How Long Employed ____________________

BACK

EDUCATION

		Year
Grade School	____________________	______
High School	____________________	______
Voc. Training	____________________	______
Other Training	____________________	______

CARRY THIS CARD IN YOUR WALLET FOR QUICK REFERENCE

GOOD LUCK!

RACC/TRAC

PERSONAL DATA

Father's Name ____________________________
Mother's Name ________________ Maiden ________
Address ____________________ Phone ________
Social Security No. ____________________
Date of Birth ____________________

"YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION!"

PERSONAL DATA CARDS — This pocket-size card serves as a source of ready information vital to correctly and thoroughly completing application forms.

G. LESSON PLAN: JOB APPLICATION

Unit Objective: To develop an understanding of what constitutes appropriate and effective answers on an application form as well as when and how an application is submitted.

Performance Objective: At the completion of the unit the student will be able to:

- Prepare applications data card to be used in completing application.
- Complete vocabulary going on applications with 80% proficiency.
- Complete at least four job applications using application data form as a guide.
- Identify verbally what form should accompany a resume, and state why.
- Complete the identified form to accompany the resume.

Skills Emphasized:

- Completing a job application form.
- Understanding how and where to submit an application.

Materials and Equipment:

- Application forms.

Activities:

1. Students prepare an application data card for use in filling out application forms.
2. Students fill out several application forms including a Federal Employment application.
3. Students identify letter forms that accompany the application.

ACTIVITY 1: APPLICATION COMPLETION

Application forms offer job hunters a lot of frustration. They are important to employers and usually you will have to complete them before you get an interview. Keep the following tips in mind when you have to fill one out.

1. When you fill out an application, always type or print neatly, and try not to erase.
2. Never fill them out in an hurry, and always try to fill them out at home (if possible). If you aren't allowed to, come prepared with names, dates, etc., which will be required.
3. If the salary objective is requested on a form, you should generally leave it blank. Also, you can indicate "Negotiable", which means you are willing to discuss the salary.
4. If an application requests school or college grades and you were near the bottom of your class, be sure to emphasize part-time jobs or other activities while in school.
5. When filling in work experience sections, do not leave blanks, in other words, make sure you account for all the past years that you have or have not worked (use dates).
6. Always stress your *positive* points, without lying or exaggerating. Don't "overdo" the application or try to write *too much*.
7. References are very important — you'll usually need at least three. Be sure to spell names correctly; list their occupation or position; their address; and phone number.
8. Fill out the entire application. If you leave parts blank the application may be discarded.
9. Don't return your application by mail, go in person! The mail is less personal, slower, and there is no chance to talk to the people who may hire you.

Even though you may possess the skills necessary to get the job of your choice, it is a well-known fact that 75% of *all applicants* are "screened out" by employment application forms alone. If you do not have the ability to properly complete such a paper, you will invariably be among the 75% screened out.

No matter what method of job application, most large businesses and industrial concerns require applicants for positions to fill out application blanks. If you apply by letter, you may receive an application blank by mail with the request that you fill it out and return it.

You may wonder why, when you have written a rather complete letter of application, you are asked to fill out a blank. Sometimes, when you apply by mail, instead of being sent a blank, you will be asked to call for an interview and will then be asked to fill out a blank. The reason is that the application blank requests the exact data that the employer needs and some of these facts may have been omitted from your letter of application. Moreover, if uniform application blanks are used, the employer can study and compare the data of a number of applicants more easily than if he/she has to depend on letters alone.

Instead of applying by mail, you may call directly at the place of employment and then be asked to fill out an application blank. In some cases, you will be asked to prepare the blank before the interview with the employment manager, in other cases after the interview.

A company that maintains an employment office generally provides desks in the office at which application blanks may be filled out. If a blank is usually long or if it asks for information that you may have to look up, you may be asked to take the blank with you and return it as soon as possible. On these occasions, whether at the employing concern or at home, it will be most helpful for you to have at hand your Resume and [illegible] Personal Data Sheet, which will help you to supply complete and accurate information.

If you are given an application blank, be sure to fill it out fully. Do not omit answers to any of the questions. Some of the questions may seem unnecessary or irrelevant, but you may be sure that the employer has a good reason for asking them. Consequently, if you do not answer all questions, you may not be considered further for a position. If a question cannot be answered, place a horizontal line (————) neatly in the space to show that you did not omit the question.

Keep in mind also that the NEATNESS with which the blank is filled out will be considered by the employer. Some blanks may be filled out on the typewriter; others must be filled out in the applicant's own handwriting. Follow directions in this matter. If you are preparing the blank in the employment office, hand it in unfolded, unwrinkled, and free from finger marks.

Please Remember:
IF YOU HAVE A TENDENCY TO MISSPELL WORDS – CARRY A SMALL POCKET DICTIONARY WITH YOU. DO NOT TAKE A CHANCE OF LOSING A JOB BECAUSE OF SPELLING MISTAKES.

WORDS AND PHRASES TO KNOW

There are many words and phrases on an application blank. Some may be new to you. Here's what they mean:

NAME: LAST FIRST MIDDLE

Your last name is sometimes called "surname" and is your family name – like Molloy, Eldred, DeVore. Your first name is the name you were given by your parents – like John, Harold, or Charles. Your middle name is exactly that, the one in the middle – like John *Patrick* Molloy.

PERMANENT ADDRESS:
The place where you usually live.

PREVIOUS ADDRESS:
The last place you lived before you moved to your present address.

MARITAL STATUS:
Are your married? Single? Divorced? Widowed? Separated?
NOTE: You do not have to answer this question if you so choose.

NOTIFY IN CASE OF EMERGENCY or NEXT OF KIN:
Name and address and telephone number of someone your employer can call in case you get hurt or sick on the job. This is usually your husband, wife, or parent(s).

SPOUSE'S NAME:
Your spouse is your husband or wife.

NO. OF DEPENDENTS:
This question means how many other people depend on you to pay for their support.

DISABILITIES or PHYSICAL DEFECTS:
Any handicap or physical problem which might make it hard for you to do certain kinds of work, such as "trick knee" or "bad back". (If you have a disability, be sure you talk to a Vocations Rehabilitation Counselor about how to present this disability to an employer.)

CITIZENSHIP STATUS:

U.S. CITIZEN?

RESIDENT ALIEN? (from a foreign country but living here permanently)

NON-RESIDENT ALIEN? (from a foreign country but not yet living here permanently)

DATE NATURALIZED AND NATURALIZATION NO.:

The date you became a U.S. Citizen *if you were not born here*, and the citizenship number you got when you became a citizen.

DRAFT CLASSIFICATION:

If you are a male over 18, whether you have been in service or not, you should have a classification and a draft card. (The law states that you must register for the draft within 30 days before or after your 18th birthday.)

EDUCATION:

All schools you have gone to from elementary (grade school) on. You should know the years you went to each school.

SUBJECT OR COURSE: The general kind of classes you took at each school.

EXTRACURRICULAR ACTIVITIES: Things you took part in outside of classes at school.

GRADUATED: If you graduated, give the date.

SPECIAL SKILLS:

This means something you are good at. For example, typing, office machines, writing, driving a truck, speaking Spanish or German or some other foreign language, operating special equipment, etc.

HOBBIES:

Things you like to do in your spare time: pool, sports, dancing, guitar.

HAVE YOU EVER BEEN ARRESTED?

You will learn more about how to handle this in the next information sheet. For now, there are two important words to know:

ACQUITTED: Tried and found not quilty.

CONVICTED: Tried and found quilty.

HAVE YOU EVER BEEN BONDED?
Many employers ask you to be bonded, particularly if you are going to handle money. This means that the bonding company gives insurance, in a way, that you are honest. If you have been bonded in the past, it is in your favor. If you were not considered honest, the bonding company would not have taken a chance on you.

PERSONAL REFERENCES:
If you looked up and wrote down the names, addresses, and telephone numbers of three (3) people who know you and will speak well of you, now you copy these on the application blank. This saves time. You don't have to look up these names over and over again in the telephone book. (They are also on your Resume which you completed in Lesson Plan F; Activity 3. You should have a copy of your Resume with you at the time you fill out an application.)

EMPLOYMENT RECORD:
All the jobs you have had. Be sure to put down part-time jobs. Get this list together and write it down. (You did this in Lesson Plan E.) Then just copy it on the application form. You list your most recent job first, then work backwards from that. For each job, you will probably be asked to give some of the following information:

FROM – TO: Dates employed.
KIND OF BUSINESS: What kind of company you worked for.
JOB TITLE: Name of the job you had.
DUTIES: Usually there is not enough space to list your duties on your last job. Just put down what you did and keep it as short as possible.
SALARY: START – END: What you earned when you began the job and what you were earning when you left the job.
REASON FOR LEAVING: This is very important. Sometimes reasons are long and complicated. So try to find a few words that sum up the situation such as "resigned", "temporary job", or "back to school". If you were fired, you can say "left with the agreement of the employer".

COMPENSATION CLAIM:
Did you ever get money for an injury you got on-the-job?

GIVE DETAILS OR GIVE PARTICULARS: Tell what happened, where, when, why, and how.

POSITION DESIRED:
Type of work you are applying for.

SALARY DESIRED:
It is best here to put "OPEN" or "NEGOTIABLE". Find out from the interviewer what they are willing to offer for this opening before you let him/her know what you want.

SOURCE OF REFERRAL:
Who or what gave you the idea to apply for a job at this place.

WHOM DO YOU KNOW IN OUR EMPLOY:
Do you know anyone else working in this company?

WHAT TO DO ABOUT A BAD RECORD

Many people get "into trouble" at some time in life – most of all when they are young. Maybe they don't do well in school and get poor marks. Maybe they get into trouble with the law. Maybe they do other foolish things they are sorry about later.

Maybe these things happened to you. Maybe they happened only once. Maybe they happened when you were very young. It is true that some employers might still hold these things against you. There are other employers who will try to understand and give you another chance. But remember, employers have ways of finding out.

If you have done better since you got into trouble, or if you plan to do better from now on, say so on your application blank. Your employer might see that you are honest and that you sincerely want to do a good job.

Remember – if you have a police record and do not admit it, the employer may find out later on. When that happens, you could lose your job.

If the offense was a juvenile offense, you may put a question mark (?) in that blank because you technically cannot be arrested for a juvenile offense and the blank does state "arrested" (Please see your communications instructor for assistance in answering these types of questions).

ACTIVITY 2: APPLICATION TO BE COMPLETED

APPLICATION FOR EMPLOYMENT

EASE PRINT PLAINLY)

Date ____________

PERSONAL

Name ____________ LAST ____________ FIRST ____________ MIDDLE ____________

Social Security Number ____________

Present Address ____________ NO. & STREET ____________ CITY ____________ STATE ____________ ZIP CODE ____________

Phone Number ____________

In case of emergency notify Name ____________ Address ____________ Phone No. ____________

Height ________ Ft. ________ In.

Hobbies ____________

Weight ________ Lbs.

Interests ____________

JOB INTEREST

Position applied for ____________

Pay Expected $ ____________

☐ Full time ☐ Part time nights ☐ Part time days

SHIFT ☐ First ☐ Second ☐ Third

My available hours for part time work (Monday through Friday) are from ________ to ________

How were you referred to this company? ☐ Company employee ☐ Other (specify) ____________

☐ State employment office ☐ Newspaper ad (specify newspaper) ____________

What factory or office equipment can you operate proficiently? ____________

Ever applied to or been employed by this company? ____________ If so, when? ____________

Prior U.S. Government security clearance ☐ Yes ☐ No Level of clearance ____________

Names of relatives employed by this company ____________

EDUCATION

Circle last year completed

High School 1 2 3 4

College 1 2 3 4

Type of School	Name and address of School	Courses Majored in	Graduate?	Date last attended
High School				
College				
Business or Trade School				
Corresp. or Night School				

U.S. MILITARY

Have you ever been in U.S. Military Service? ________

Date active duty started ____________ 19 ________ Branch of U.S. service ____________

Was the discharge other than dishonorable? ☐ Yes ☐ No

HEALTH

Number of days lost from work during past 12 months because of illness ________

Do you wear Glasses? ________

Are you color-blind? ________

Are you right or left handed? ________

Have you ever applied for or received any state Workman's Compensation or Disability Payments? ________

If yes, Please explain ____________

Have you been hospitalized in the past 6 months? ____________

If yes, When? ____________

MISC.

Have you ever been found guilty of a felony? ____________ If yes, Date ________ For what? ____________

Is your wife (husband) presently employed? ________

If yes, at what company ____________

Wife (Husband's) first Name ____________

Itek Corporation is an equal opportunity employer that does not discriminate because of age, color, creed, race, or sex.

EMPLOYMENT HISTORY

(RECORD U.S. MILITARY SERVICE AS A POSITION)

List below the names of all your former employers, beginning with the most recent: a. Employer's name b. Address	Kind of Business	Time Employed				Job Title and Duties	Starting Pay	Final Pay	Reasons for Leaving
		From		To					
		Mo.	Yr.	Mo.	Yr.				
1. a. ____ b.									
2. a. ____ b.									
3. a. ____ b.									
4. a. ____ b.									
5. a. ____ b.									
6. a. ____ b.									
7. a. ____ b.									
8. a. ____ b.									

Indicate by number any of the above employers you do not wish us to contact.

This is just to advise you in accordance with Public Law 91-508 that in processing your application for employment we may request an investigative consumer report which may include information as to your character, general reputation, personal characteristics and mode of living. Upon written request by you within a reasonable time after you have received this notice, additional information as to the nature and scope of the report, if one is requested, will be provided to you.

I authorize investigation of all statements contained herein and understand that misrepresentation or omission of facts called for is cause for dismissal. I understand that any employment arising from this application does not imply any contractual relationship unless otherwise specifically agreed upon.

An applicant for employment with a sealed record of entries ten years old or over on file with the commissioner of probation may answer "no record" with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer "no record" to an inquiry herein relative to prior arrests or criminal court appearances.

Date ____ Signature ____

APPLICANT SHOULD NOT WRITE BELOW THIS LINE

Job Title Grade

Rate Dept. No. Clock No.

Starting Date Birth Date

Parking Space No.

Reference Checks Made

Company	By Whom	Date

REFERENCES: Give references (not former employers or relatives) May we contact these references? ☐ Yes ☐ No

a. Name ____ Street and Number ____

Occupation ____ City and State ____

b. Name ____ Street and Number ____

Occupation ____ City and State ____

c. Name ____ Street and Number ____

Occupation ____ City and State ____

APPLICATION FOR HOURLY EMPLOYMENT
SCM CORPORATION
FORM 121 PRINTED IN U.S.A. 4/78

AN EQUAL OPPORTUNITY EMPLOYER

DATE

NAME – LAST | FIRST | MIDDLE | SOCIAL SECURITY NUMBER

ADDRESS – NUMBER | CITY | STATE | ZIP CODE

HOW LONG HAVE YOU LIVED THERE? | TELEPHONE NUMBER WHERE YOU CAN BE REACHED

FORMER U.S. ADDRESS

SKILLS | TYPE OF WORK DESIRED

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? ☐ YES ☐ NO | WHEN? | WHERE?

HAVE YOU EVER WORKED HERE BEFORE? ☐ YES ☐ NO | WHEN? | DEPARTMENT ?

ARE YOU A CITIZEN OF THE UNITED STATES? ☐ YES ☐ NO

DESCRIBE ANY PHYSICAL DEFECTS

HAVE YOU EVER APPLIED FOR COMPENSATION DUE TO INDUSTRIAL INJURY OR ILLNESS?
☐ YES ☐ NO IF YES, GIVE DETAILS.

REFERRED BY | DATE AVAILABLE

LIST BELOW COMPLETE RECORD OF EMPLOYMENT.

(Give Present or Last Employer first. Include Unemployed Periods. Use back of form if necessary.)

COMPANY | YOUR POSITION
ADDRESS | EMPLOYED FROM TO
REASON FOR LEAVING | NAME OF IMMEDIATE SUPERVISOR | RATE OF PAY

COMPANY | YOUR POSITION
ADDRESS | EMPLOYED FROM TO
REASON FOR LEAVING | NAME OF IMMEDIATE SUPERVISOR | RATE OF PAY

COMPANY | YOUR POSITION
ADDRESS | EMPLOYED FROM TO
REASON FOR LEAVING | NAME OF IMMEDIATE SUPERVISOR | RATE OF PAY

COMPANY | YOUR POSITION
ADDRESS | EMPLOYED FROM TO
REASON FOR LEAVING | NAME OF IMMEDIATE SUPERVISOR | RATE OF PAY

COMPANY | YOUR POSITION
ADDRESS | EMPLOYED FROM TO
REASON FOR LEAVING | NAME OF IMMEDIATE SUPERVISOR | RATE OF PAY

(OVER)

EDUCATION

EDUCATION	NAME OF SCHOOL ATTENDED	NO. OF YEARS ATTENDED	GRADUATED YES OR NO	YEAR	DEGREE AND MAJOR
GRADE SCHOOL					XXXXX
HIGH SCHOOL					XXXXX
COLLEGE					
OTHER					

U. S. MILITARY SERVICE RECORD

BRANCH OF SERVICE	ACTIVE DUTY DATES	TYPE OF DISCHARGE
MILITARY JOB ASSIGNMENT	HIGHEST RANK ATTAINED	RESERVE CATEGORY

NAMES OF RELATIVES AND FRIENDS NOW WORKING FOR THE COMPANY

NAME	WHERE EMPLOYED?
NAME	WHERE EMPLOYED?

GIVE THREE PERSONAL CHARACTER REFERENCES OTHER THAN RELATIVES OR PREVIOUS EMPLOYERS

NAME	ADDRESS	OCCUPATION

HAVE YOU EVER BEEN CONVICTED OF A FELONY?
IF YES, EXPLAIN. ☐ YES ☐ NO

IN CASE OF ACCIDENT NOTIFY

NAME	
ADDRESS	TELEPHONE

COMMENTS OR ADDITIONAL INFORMATION:

As a part of our procedure for processing your employment application an investigative report by a consumer reporting agency may be made whereby information is obtained through personal interviews with third parties, such as family members, business associates, financial sources, friends, neighbors or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics, and mode of living, whichever may be applicable. You have the right to make a written request within a reasonable period of time for a complete and accurate disclosure of additional information concerning the nature and scope of the investigation. If such a report, in whole or in part, results in denial of employment, written notification will be made advising the name and address of the appropriate reporting agency.

I authorize any previous employers, educational institutions, and character references listed above to release background information to SCM Corporation.

I understand my employment with SCM Corporation is conditioned upon the statements in this application being true to the best of my knowledge and upon securing a fidelity bond and passing a medical examination both of which must be satisfactory to the Company. I agree that if I shall fail to satisfy any of these conditions of employment, my employment shall be subject to termination by the Company, and I do hereby waive any rights I may have to compensation from SCM Corporation beyond the date when my services are terminated.

SIGNATURE OF APPLICANT	DATE

LIFE & CASUALTY

APPLICATION

An Equal Opportunity Employer

Please print in ink.

Name - Last	First	Middle		Today's Date (Month, Day, Year)
				Social Security No. / /
☐ Present Address - No. & Street	City or Town	State	Zip Code	Area Code Tel. No.
☐ Permanent U.S. Address (If different) Check address to which correspondence concerning this application should be sent.				Area Code Tel. No.
* Date of Birth (Month, Day, Year)	For what type of position are you applying?			Salary Expected $

EDUCATION

List all Schools Attended	Name and Address of School	Dates From Mo./Yr.	Dates To Mo./Yr.	Scholastic Average	Did you Graduate? Yes	Did you Graduate? No	Year, or Anticipated year, of Graduation	Degree	High School Course and/or College major
High/Prep Schools					☐	☐		▨	
					☐	☐		▨	
Colleges					☐	☐			
					☐	☐			
Other Education					☐	☐			

Circle quarter of class in which you stood
In high school: Top 2nd 3rd last: In college: Top 2nd 3rd last

Do you plan to further your education?
☐ Yes ☐ No If so, when?

ACTIVITIES

List organizations of which you have been, or are a member.

(Do not list any organization the name or nature of which would indicate your race, creed, color, national origin or ancestry.)

School (Scholastic, Social, Athletic, Class, Fraternity - Indicate whether high school or college) Organization	Position Held	Community and Business (Social, Civic, Political, Professional) Organization	Position Held

*The Age Discrimination in Employment Act (1968) prohibits discrimination because of age. This information will not be used for purposes of discrimination.

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EMPLOYMENT HISTORY

List employment history. Begin with last or current position and work back to least recent position.

Present or Last Employer

Area Code - Tel. No.

May we contact your present employer at this time? ☐ Yes ☐ No

Address

Nature of Business

Supervisor

Starting Date

Ending Date

Starting Salary

Ending Salary

Job Title(s) and Description of Duties

Reason (s) for Leaving

Which duties would you have preferred to have done more of?

Which duties would you have preferred to have done less of?

Employed By

Area Code Tel. No.

Address

Nature of Business

Supervisor

Starting Date

Ending Date

Starting Salary

Ending Salary

Job Title (s) and Description of Duties

Reason (s) for Leaving

Which duties would you have preferred to have done more of?

Which duties would you have preferred to have done less of?

Employed By

Area Code Tel. No.

Address

Nature of Business

Supervisor

Starting Date

Ending Date

Starting Salary

Ending Salary

Job Title (s) and Description of Duties

Reason (s) for Leaving

Employment Dates		Company and Address	Position or Type of Work	Reason for Leaving
From	To			

In what office machines or clerical skills are you trained?

For what type of schedule are you available?

☐ Full Time: ☐ Day ☐ 2nd Shift ☐ 3rd Shift

☐ Part Time: ☐ Day ☐ Evening ☐ After School ☐ Summer

Why did you decide to apply for a position with the Ætna?

☐ High School Recruiting

☐ College Recruiting

☐ Referred by Ætna Employee

☐ Related Insurance Experience

☐ State or Local Referral Agency

☐ Recently Discharged from Service

☐ Previous Work/Study Co-Op or Part-Time Job

☐ Newspaper Advertisement

☐ Employment Agency

☐ Other____________________________

Referred by

Have you previously applied for a position with the Ætna?

☐ Yes ☐ No

U.S. MILITARY STATUS AND RECORD

If you have a pending military obligation, what are your plans for completing it?

Branch of Service	Active Duty Dates		Rank Held		Nature of Duties
	From Mo./Yr.	To Mo./Yr.	Entry	Release	

What specialized training did you receive?

Do you have a reserve or national guard obligation?

☐ Yes ☐ No If so, please describe.

PERSONAL

If employed, could you present evidence of your right to work, e.g. proof of citizenship or appropriate working papers?

With what part of the country are you most familiar?

If you desire to be located in any particular city or section of the country, please state your preference and reason.

Is a position involving overnight travel agreeable to you?

☐ Yes ☐ No If so, how much travel? ☐ 25% ☐ 50% ☐ 75%

Have you been convicted of a crime in the past seven years?

☐ Yes ☐ No If so, please explain.

Have you had any motor vehicle accidents or been found guilty of motor vehicle violations?

☐ Yes ☐ No If so, please explain.

Do you hold a current drivers license in good standing?

☐ Yes ☐ No If no, please explain.

(Please continue on next page and sign your name)

ADDITIONAL INFORMATION

Please state any additional information which you feel would be helpful to us in considering your application with Ætna.

(Do not list any information the nature of which would indicate your race, creed, color, national origin or ancestry.)

I understand that employment by Ætna Life & Casualty is conditional upon satisfactory completion of a pre-employment investigation and medical review as required by the company.

I certify that all the information I have given in this application is accurate and complete.

Signed ______________________________

COMPANY EMPLOYMENT RECORD

For Ætna Use Only

Reg. No.	Starting Date	Department	Salary	Date of First Salary Review	Class	Category	Scheduled Hours	Intv.

SCM SCM CORPORATION

an equal opportunity employer

Application for Salaried Employment

INSTRUCTIONS

- COMPLETE ALL PARTS OF THIS FORM
- BE SPECIFIC AND FILL IN ALL APPROPRIATE BLANKS
- PLEASE USE INK
- OMIT ANY INFORMATION THE COLLECTION OF WHICH IS CONTRARY TO LAW

PERSONAL AND FAMILY

MR., MRS., MISS (FIRST) (MIDDLE) (LAST)

NATURE OF POSITION DESIRED

ADDRESS CITY STATE ZIP CODE

YEARS LIVED AT PRESENT ADDRESS

AREA CODE PHONE NUMBER

SOCIAL SECURITY NUMBER

CITIZENSHIP STATUS

PREVIOUS RESIDENCE ADDRESS

CITY

STATE ZIP CODE

IS YOUR CAR AVAILABLE FOR USE IN YOUR WORK? ☐ YES ☐ NO

DO YOU HAVE A VALID DRIVER'S LICENSE? ☐ YES ☐ NO

ARE YOU WILLING TO RELOCATE? ☐ YES ☐ NO

ANY EXCEPTIONS?

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ARE YOU WILLING TO TRAVEL? ☐ YES ☐ NO

WHAT IS THE MAXIMUM % OF TIME THAT YOU WOULD BE WILLING TO TRAVEL? ______%

CHECK THE HIGHEST GRADE COMPLETED	HIGH SCHOOL ☐ 1 ☐ 2 ☐ 3 ☐ 4	[redacted] ☐ 1 ☐ 2 ☐ 3 ☐ 4	GRADUATE ☐ 1 ☐ 2 ☐ 3 ☐ 4

HIGH SCHOOL	SCHOOL NAME	SCHOOL LOCATION
COURSE TAKEN		COMPLETION DATE

UNDERGRADUATE SCHOOL

UNDERGRADUATE SCHOOLS ATTENDED	LOCATION	DATES ATTENDED FROM	DATES ATTENDED TO	MAJOR	MINOR

DEGREE(S) EARNED	CLASS STANDING	GRADE POINT AVERAGE MAJOR: OVERALL:

LIST OFFICES, HONORS AND EXTRACURRICULAR ACTIVITIES

GRADUATE WORK	MAJOR	UNIVERSITY
LOCATION		HOURS CREDIT
DATES ATTENDED FROM	TO	DEGREE EARNED

OTHER EDUCATION

LIST SEMINARS, SPECIAL COURSES, ETC.

LIST THREE PERSONS WHO ARE FAMILIAR WITH YOUR PROF[redacted]

NAME	ADDRESS	OCCUPATION
NAME	ADDRESS	OCCUPATION
NAME	ADDRESS	OCCUPATION

HAVE YOU EVER WORKED FOR SCM CORPORATION BEFORE? ☐ YES ☐ NO

IF YES, SHOW DATES, PLACE AND LAST POSITION

HOW WERE YOU REFERRED TO SCM CORPORATION?

NAME PERSONAL FRIENDS IN OUR EMPLOY

EMPLOYMENT [illegible]

LAST OR PRESENT POSITION	COMPANY NAME			
COMPANY ADDRESS	(STREET)	(CITY)	(STATE)	(ZIP CODE)
PRODUCT LINE			AREA CODE TELEPHONE NUMBER	
NAME, TITLE AND LOCATION OF IMMEDIATE SUPERVISOR			MAY WE CONTACT AT THIS TIME? ☐ YES ☐ NO	
EMPLOYMENT DATES FROM	TO	LAST POSITION TITLE		
DUTIES AND RESPONSIBILITIES				
		NUMBER AND TYPE OF EMPLOYEES DIRECTLY SUPERVISED		
MONTHLY SALARY AT START	MONTHLY AVERAGE OTHER COMPENSATION	MONTHLY EARNINGS AT LEAVING	MONTHLY AVERAGE OTHER COMPENSATION AT LEAVING	
OTHER POSITIONS WITH THIS COMPANY AND DATES				
REASONS FOR LEAVING OR WANTING TO LEAVE				

NEXT TO LAST POSITION	COMPANY NAME			
COMPANY ADDRESS	(STREET)	(CITY)	(STATE)	(ZIP CODE)
PRODUCT LINE			AREA CODE TELEPHONE NUMBER	
NAME, TITLE AND LOCATION OF IMMEDIATE SUPERVISOR			MAY WE CONTACT AT THIS TIME? ☐ YES ☐ NO	
EMPLOYMENT DATES FROM	TO	LAST POSITION TITLE		
DUTIES AND RESPONSIBILITIES				
		NUMBER AND TYPE OF EMPLOYEES DIRECTLY SUPERVISED		
MONTHLY SALARY AT START	MONTHLY AVERAGE OTHER COMPENSATION	MONTHLY EARNINGS AT LEAVING	MONTHLY AVERAGE OTHER COMPENSATION AT LEAVING	
OTHER POSITIONS WITH THIS COMPANY AND DATES				
REASONS FOR LEAVING				

SECOND FROM LAST POSITION	COMPANY NAME			
COMPANY ADDRESS	(STREET)	(CITY)	(STATE)	(ZIP CODE)
PRODUCT LINE			AREA CODE TELEPHONE NUMBER	
NAME, TITLE AND LOCATION OF IMMEDIATE SUPERVISOR			MAY WE CONTACT AT THIS TIME? ☐ YES ☐ NO	
EMPLOYMENT DATES FROM	TO	LAST POSITION TITLE		
DUTIES AND RESPONSIBILITIES				
		NUMBER AND TYPE OF EMPLOYEES DIRECTLY SUPERVISED		
MONTHLY SALARY AT START	MONTHLY AVERAGE OTHER COMPENSATION	MONTHLY EARNINGS AT LEAVING	MONTHLY AVERAGE OTHER COMPENSATION AT LEAVING	
OTHER POSITIONS WITH THIS COMPANY AND DATES				
REASONS FOR LEAVING				

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EMPLOYMENT HISTORY

POSITION 4 – COMPANY NAME AND ADDRESS		DATES (FROM – TO)
MONTHLY EARNINGS	REASON FOR LEAVING	
POSITION 5 – COMPANY NAME AND ADDRESS		DATES (FROM – TO)
MONTHLY EARNINGS	REASON FOR LEAVING	

MEDICAL HISTORY

HEIGHT	WEIGHT	DATE OF LAST PHYSICAL EXAMINATION

REASON FOR LAST PHYSICAL EXAMINATION

LIST ILLNESSES OR ACCIDENTS YOU HAVE HAD IN THE PAST 5 YEARS

LIST ANY PHYSICAL DEFECTS

HAVE YOU EVER BEEN DENIED LIFE INSURANCE? ☐ YES ☐ NO

IF YES, WHY?

U.S. ARMED FORCES MILITARY HISTORY

ACTIVE DUTY DATES	TYPE OF DISCHARGE
BRANCH OF SERVICE	HIGHEST RANK ATTAINED
SELECTIVE SERVICE CLASSIFICATION	RESERVE CATEGORY

WHAT MEMBERSHIPS DO YOU HAVE IN BUSINESS, PROFESSIONAL ORGANIZATIONS OR SOCIETIES?

LIST ANY HOBBIES THAT YOU HAVE

HAVE YOU EVER BEEN CONVICTED OF A FELONY? ☐ YES ☐ NO

IF YES, EXPLAIN

WHAT ARE YOUR MAJOR QUALIFICATIONS FOR THE POSITION FOR WHICH YOU ARE APPLYING?

SALARY REQUIREMENTS	DATE AVAILABLE

In making this application for employment it is understood that an investigative report by a consumer reporting agency may be made whereby information is obtained through personal interviews with third parties, such as family members, business associates, financial sources, friends, neighbors, or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics, and mode of living, whichever may be applicable. You have the right to make a written request within a reasonable period of time for a complete and accurate disclosure of additional information concerning the nature and scope of the investigation. If such a report, in whole or in part, results in denial of employment, written notification will be made advising the name and address of the appropriate reporting agency.

I understand my employment with SCM Corporation is conditioned upon the statements in this application being true to the best of my knowledge, and upon securing a fidelity bond and passing a medical examination, both of which must be satisfactory to the company. I agree that if I shall fail to satisfy any of these conditions of employment, my employment shall be subject to termination by the company and I do hereby waive any rights I may have to compensation beyond the date where my services are so terminated.

I also agree that if I am employed by SCM Corporation on a salary basis, the employment contract period will be the period for which I am paid but in no event shall be longer than one-half month, and that this application shall be a part of my employment contract.

SIGNATURE OF APPLICANT

DATE

APPLICATION FOR HOURLY EMPLOYMENT

SCM CORPORATION

FORM 121 PRINTED IN U.S.A. 4/78

AN EQUAL OPPORTUNITY EMPLOYER

DATE

NAME – LAST FIRST MIDDLE

SOCIAL SECURITY NUMBER

ADDRESS– NUMBER CITY STATE ZIP CODE

HOW LONG HAVE YOU LIVED THERE?

TELEPHONE NUMBER WHERE YOU CAN BE REACHED

FORMER U.S. ADDRESS

SKILLS

TYPE OF WORK DESIRED

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? ☐ YES ☐ NO WHEN? WHERE?

HAVE YOU EVER WORKED HERE BEFORE? ☐ YES ☐ NO WHEN? DEPARTMENT ?

ARE YOU A CITIZEN OF THE UNITED STATES? ☐ YES ☐ NO

DESCRIBE ANY PHYSICAL DEFECTS

HAVE YOU EVER APPLIED FOR COMPENSATION DUE TO INDUSTRIAL INJURY OR ILLNESS?

☐ YES ☐ NO IF YES, GIVE DETAILS.

REFERRED BY

DATE AVAILABLE

LIST BELOW COMPLETE RECORD OF EMPLOYMENT.

(Give Present or Last Employer first. Include Unemployed Periods. Use back of form if necessary.)

COMPANY

YOUR POSITION

ADDRESS

EMPLOYED FROM TO

REASON FOR LEAVING

NAME OF IMMEDIATE SUPERVISOR

RATE OF PAY

COMPANY

YOUR POSITION

ADDRESS

EMPLOYED FROM TO

REASON FOR LEAVING

NAME OF IMMEDIATE SUPERVISOR

RATE OF PAY

COMPANY

YOUR POSITION

ADDRESS

EMPLOYED FROM TO

REASON FOR LEAVING

NAME OF IMMEDIATE SUPERVISOR

RATE OF PAY

COMPANY

YOUR POSITION

ADDRESS

EMPLOYED FROM TO

REASON FOR LEAVING

NAME OF IMMEDIATE SUPERVISOR

RATE OF PAY

COMPANY

YOUR POSITION

ADDRESS

150

EMPLOYED FROM TO

REASON FOR LEAVING

NAME OF IMMEDIATE SUPERVISOR

RATE OF PAY

EDUCATION

EDUCATION	NAME OF SCHOOL ATTENDED	NO. OF YEARS ATTENDED	GRADUATED YES OR NO	YEAR	DEGREE AND MAJOR
GRADE SCHOOL					XXXXX
HIGH SCHOOL					XXXXX
COLLEGE					
OTHER					

U. S. MILITARY SERVICE RECORD

BRANCH OF SERVICE	ACTIVE DUTY DATES	TYPE OF DISCHARGE
MILITARY JOB ASSIGNMENT	HIGHEST RANK ATTAINED	RESERVE CATEGORY

NAMES OF RELATIVES AND FRIENDS NOW WORKING FOR THE COMPANY

NAME	WHERE EMPLOYED?
NAME	WHERE EMPLOYED?

GIVE THREE PERSONAL CHARACTER REFERENCES OTHER THAN RELATIVES OR PREVIOUS EMPLOYERS

NAME	ADDRESS	OCCUPATION

HAVE YOU EVER BEEN CONVICTED OF A FELONY?
IF YES, EXPLAIN. ☐ YES ☐ NO

IN CASE OF ACCIDENT NOTIFY

NAME	
ADDRESS	TELEPHONE

COMMENTS OR ADDITIONAL INFORMATION:

As a part of our procedure for processing your employment application an investigative report by a consumer reporting agency may be made whereby information is obtained through personal interviews with third parties, such as family members, business associates, financial sources, friends, neighbors or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics, and mode of living, whichever may be applicable. You have the right to make a written request within a reasonable period of time for a complete and accurate disclosure of additional information concerning the nature and scope of the investigation. If such a report, in whole or in part, results in denial of employment, written notification will be made advising the name and address of the appropriate reporting agency.

I authorize any previous employers, educational institutions, and character references listed above to release background information to SCM Corporation.

I understand my employment with SCM Corporation is conditioned upon the statements in this application being true to the best of my knowledge and upon securing a fidelity bond and passing a medical examination both of which must be satisfactory to the Company. I agree that if I shall fail to satisfy any of these conditions of employment, my employment shall be subject to termination by the Company, and I do hereby waive any rights I may have to compensation from SCM Corporation beyond the date when my services are terminated.

SIGNATURE OF APPLICANT | DATE

ACTIVITY 3: APPLICATION COMPLETION – FEDERAL EMPLOYMENT

There is a twist to completing federal employment applications. Please note the following differences.

Blank 1 – Before completing, you should contact the Federal Job Information Center in Philadelphia (215) 597-7440 to find out what job openings are in your area. Be sure to state the following when you call:

- Job preference – the type of job you are seeking such as social, welfare, clerical, technical, etc.
- Request information on filing for the job and any test scheduling information.
- When you receive the information on the job opening, you will also receive the number of the announcement which will be used to complete blank 1.

If the person at the Federal Job Information Center indicates that there are no job openings, be sure to inquire if the job register is open. This would mean that you would complete the necessary procedures for the type of job you are seeking and be put on the job register to await future job openings.

Blank 2 – See job announcement for options available.

Blank 13 – Pay – Indicate "scale" which means you will accept the going rate.
Grade – Secure information from job announcement.

Blank 16 – Preferable to check "yes" in all blanks.

Blank 17 – Check A, B, C as you desire. If you prefer to remain in the Reading area, indicate Reading, or Eastern Pennsylvania area, or Berks County.

Blank 19 – If you want to obtain a federal position, you can indicate "yes" in A, B, C. (Advantage – once you are employed, you will have better access to other job openings; Disadvantage – you will not receive all of the benefits in this status.)

Blank 21 – I would suggest you give permission to inquire of your present employer regarding your character, qualifications, and record of employment if at all possible.

Blank 21A– Description of Work – Be sure to review carefully the qualifications indicated on the job announcement and parallel your experience with the requirements listed.

Volunteer experience can be used; however, make sure the experience gained from the volunteer work is *related* to the position you are seeking. Example: You are applying for a bookkeeper position and you volunteered as the treasurer for the P.T.A. This could be considered related experience.

Description of work for previous professional experience should include phrases similar to "I was responsible for . . ."

Description of work for previous clerical experience should include phrases such as:
- 60 wpm
- received data and established log
- transcribed from dictaphone technical reports
- maintained and revised files
- edited correspondence and reports for spelling and puncuation
- reviewed outgoing correspondence for accuracy
- made travel arrangements and prepared expense voucher
- kept staff time sheet
- received telephone messages and visitors
- worked with team of 50 persons

Important things to remember:
- Make sure items listed are related to position you are seeking.
- Make sure information provided parallels the qualifications requested.

Also, when the job announcement requests education or equivalent combinations – if you don't have the exact combination requested – apply *anyway*. There is flexibility in this area.

Blank 22 – *Related* volunteer experience can be used such as president of P.T.A. (Public Speaking).

Blank 23 – A. If you are currently enrolled in college or high school, indicate the year you expect to get a degree or diploma.

D. & E. List courses taken in your major field of study.

F. List your goal and what you hope to accomplish.

G. Be sure to list related seminars and correspondence courses.

Blank 24 – Can include certificates you have received including athletic letters.

Blank 26 – Include people who have knowledge of your working ability such as supervisors, (other than your own, in your field) people you have worked with, and teachers.

Blank 27 – 34 – Every question *must* be answered; *otherwise* the application will *not* be processed.

Blank 28 – Be honest.

Blank 30 – Must list convictions; omission will lead to future termination.

WAGE BUREAU
The Wage Bureau is for blue collar jobs and based on hourly wage. The same application is used.

FOLLOW-UP
The following process should be considered after you have qualified for the Federal Job Register.

- Call (see telephone number on your qualification paper) and inquire where you are on the job register; i.e., what number, and when you can expect to be called.
- You remain on the job register only one year; however, you can call the eleventh month and request to remain on the register for another year. Once your name is removed from the register, you will have to take another test in order to be place on the register again.
- Once you received your qualification papers, you can approach local federal agencies for employment such as those listed in the white pages of the Reading telephone directory under "U. S. Government".

ACTIVITY 4: FEDERAL APPLICATION – To Be Completed

Standard Form 171

Personal Qualifications Statement

IMPORTANT
READ THE FOLLOWING INSTRUCTIONS CAREFULLY BEFORE FILLING OUT YOUR STATEMENT

- You must furnish all requested information. The information you provide will be used to determine your qualifications for employment. DO NOT SUBMIT A RESUME IN LIEU OF COMPLETING THIS STATEMENT.
- If you fail to answer all questions on your Statement fully and accurately, you may delay consideration of your Statement and lose employment opportunities. See the Privacy Act Notice on the reverse of this sheet.
- So that it is understood that you did not omit an item, please write the letters "N/A" (Not Applicable) beside those items that do not apply to you unless instructions indicate otherwise.

GENERAL INSTRUCTIONS

- If you are applying for a specific Civil Service Commission examination:

—Read the examination announcement or the Qualifications Information Statement for the position to be certain that your experience and education is qualifying.

—If a written test is required, follow the filing instructions on the admission card.

—If no written test is required, mail this Statement to the Civil Service Commission Area Office specified in the announcement or on the Qualifications Information Statement.

—Be sure to include all other forms required.

—If you have a change of name or address, notify the Civil Service Commission Area Office with which you filed this Statement.

—You may want to make a copy of this Statement for your personal use.

INSTRUCTION RELATING TO SPECIFIC ITEMS

ITEM 13. LOWEST GRADE OR SALARY

- Enter the lowest grade or the lowest salary you will accept. You will not be considered for any lower grades or salary. You will be considered for all higher grades or salary for which you qualify based upon those specified in the examination announcement or the Qualifications Information Statement.

ITEM 16. OTHER GOVERNMENT & INTERNATIONAL AGENCIES

- The Civil Service Commission is occasionally requested to refer for employment consideration the names of eligibles on competitive registers to State and local government agencies, congressional and other public offices, and public international organizations. Indicate your availability by checking the appropriate boxes. Your response to this question will not affect your consideration for other positions.

ITEM 18. OVERNIGHT TRAVEL

- Indicate the number of nights per month you are willing to be away from home in a travel status. Some jobs require nearly constant travel of two or three weeks every month while others require infrequently short or occasionally extended periods of travel. You will be considered for positions requiring travel based on the number of nights per month for which you indicate travel availability.

ITEM 20. ACTIVE MILITARY SERVICE AND VETERAN PREFERENCE

- Five-point veteran preference is granted to veterans who receive an honorable or general discharge from the armed forces:
  - (a) after active duty during the periods April 6, 1917 to July 2, 1921 and December 7, 1941 to July 1, 1955;
  - (b) after more than 180 consecutive days of active duty, any part of which occurred after January 31, 1955 and before October 15, 1976.
    NOTE—Service under an initial period of active duty for training under the "6-month" Reserve or National Guard programs is not creditable for veteran preference; and
  - (c) after service in a campaign for which a campaign badge has been authorized.

  You will be required to furnish records to support your claim for five-point preference only at the time of your appointment.
- Ten-point veteran preference is granted to:
  - (a) compensably disabled veterans; and
  - (b) veterans awarded the Purple Heart.

  Ten-point veteran preference is granted in certain cases to:
  - (a) unmarried widows and widowers of veterans;
  - (b) spouses of compensably disabled veterans; and
  - (c) mothers of deceased or disabled veterans.

  If you claim ten-point veteran preference, submit Standard Form 15, Claim for 10-Point Veteran Preference, and the required proof with this application. Obtain SF 15 and information on provisions of the Veteran Preference laws at any Federal Job Information Center.
- A clemency discharge does not meet the Veteran Preference Act requirement for discharge under honorable conditions. Accordingly, no preference may be granted to applicants with such discharge.

PLEASE READ ADDITIONAL INSTRUCTIONS ON BACK OF THIS SHEET

ITEM 21. EXPERIENCE

- Allow sufficient time to fill in these experience blocks carefully and completely. A large part of your qualifications rating depends upon a thorough description of your experience and employment history.
- If you fail to give complete details, you may delay consideration of your Statement. Your description of duties may be verified with former employers.
- If you supervise or have supervised other employees, be sure to indicate the number and kind (and grades, if Federal Government) of employees supervised, and describe your duties as a supervisor under Description of Work.
- Volunteer Experience—You may receive credit for pertinent religious, civic, welfare, service and organizational work performed with or without compensation. Show the actual amount of time spent in such work (for example, average hours per week or month). Complete all the items just as you would for a compensable position.
- Use separate blocks if your duties, responsibilities, or salary have changed materially while working for the same employer. Treat each such change as a separate position.
  NOTE—Experience gained more than 15 years ago may be summarized in one block if it is not pertinent to the type of position you applied for.
- Include your military or merchant marine service in separate blocks in its separate order and describe major duty assignments.
- Indicate in each block of Item 21 the name under which you were employed if it was different from the name in Item 6 of this Statement. Show former name in parentheses after "Description of duties and accomplishments in your work."
- Indicate periods of unemployment exceeding three months and your address at that time on the last line of the preceding experience block.
- Block A—Describe your present position in this block. Indicate if you are now unemployed or if you have never been employed.
- Blocks B and C—Describe in block B the position you held just before your present position and continue to work backwards using block C.
- Enter the average number of hours per week you work. If you work part time, indicate the average number of hours per week you work.
- Description of work—Describe each job briefly, including required skills and abilities. Describe any specialties and special assignments, your authority and responsibility, your relationships to others, your accomplishments, and any other factors which help to describe the job.
- If your job contains experience in more than one type of work (for example: carpentry and painting, or personnel and budget) estimate and indicate the approximate percentage of time spent in each type of work. Place the percentages in parentheses at the end of the description of work.
- If you need additional experience blocks:
  —Use Standard Form 171-A, Continuation Sheet; or
  —A plain sheet of paper approximately 8 by 10½ inches in size. Be sure to include all of the information requested in Item 21.

  If you need additional space to describe a position held:
  —Continue in Item 35, Space for detailed answers; or
  —Continue on a plain sheet of paper.

ITEM 21. EXPERIENCE—(Continued)

- Identify each plain sheet of paper used by showing your name, birth date, examination or position title, and the block under Item 21 from which the description is continued.
- Attach all supplemental sheets to the top of page 3.

ITEMS 32 and 33. RELATIVES EMPLOYED BY THE UNITED STATES GOVERNMENT

- A Federal official (civilian or military) may not appoint any of his or her relatives or recommend them for employment in his or her agency, and a relative who is appointed in violation of this restriction cannot be paid. Thus it is necessary to have information about your relatives who are working for the Government. In listing relative(s) in answer to question 32 include: father; mother; son; daughter; brother; sister; uncle; aunt; first cousin; nephew; niece; husband; wife; father-in-law, mother-in-law; son-in-law; daughter-in-law; brother-in-law; sister-in-law; stepfather; stepmother; stepson; stepdaughter, stepbrother; stepsister; half brother; and half sister.
- Question 33 is needed because of restrictions in making a career or career-conditional appointment in the competitive service when a person is not entitled to veteran preference and two or more members of his or her family are already serving in the competitive service under a career or career-conditional appointment.

CERTIFICATION

- Be careful that you have answered all questions on your Statement correctly and considered all statements fully so that your eligibility can be decided on all the facts. Read the certification carefully before you sign and date your Statement.
- Sign your name in ink.
- Use one given name, initial or initials, and last name.

PRIVACY ACT INFORMATION

The U.S. Civil Service Commission is authorized to rate applicants for Federal jobs under sections 1302, 3301, and 3304 of Title 5 of the U.S. Code. We need the information you put on this form to see how well your education and work skills fit you for a Federal job. We also need information on matters such as citizenship and military service to see whether you are affected by laws we must follow in deciding who may be employed by the Federal Government. We cannot give you a rating, which is the first step toward getting a job, if you do not answer these questions.

We must have your Social Security Number (SSN) to keep your records straight because other people may have the same name and birthdate. The SSN has been used to keep records since 1943, when Executive Order 9397 asked agencies to do so. The Civil Service Commission may also use your SSN to make requests for information about you from employers, schools, banks, and others who know you, but only where that is allowed by law. The information we collect by using your SSN will be used for employment purposes and also for studies and statistics that will not identify you.

Information we have about you may also be given to Federal, State, and local agencies for checking on law violations or other lawful purposes. We may also notify your school placement office if you are selected for a Federal job.

PLEASE DETACH THIS INSTRUCTION SHEET BEFORE SUBMITTING YOUR STATEMENT

21 Experience Begin with current or most recent work or volunteer experience and work back. Account for periods of unemployment exceeding three months and your residence address at that time on the last line of the experience blocks in order of occurrence.

May inquiry be made of your present employer regarding your character, qualifications, and record of employment? *(A "NO" will not affect your consideration for employment opportunities except for Administrative Law Judge positions.)* ☐ YES ☐ NO

A Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)* From To

Average number of hours per week

Salary or earnings
Beginning $ per
Ending $ per

Place of employment
City
State

Exact title of your position

Name of immediate supervisor | Area Code | Telephone Number

Number and kind of employees you supervised

Kind of business or organization *(manufacturing, accounting, social services, etc.)*.

If Federal service, civilian or military: series, grade or rank, and date of last promotion

Your reason for wanting to leave

Description of work *(Describe your specific duties, responsibilities and accomplishments in this job.)*:

For agency use *(skill codes, etc.)*

B Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)* From To

Average number of hours per week

Salary or earnings
Beginning $ per
Ending $ per

Place of employment
City
State

Exact title of your position

Name of immediate supervisor | Area Code | Telephone Number

Number and kind of employees you supervised

Kind of business or organization *(manufacturing, accounting, social services, etc.)*

If Federal service, civilian or military: series, grade or rank, and date of last promotion

Your reason for leaving

Description of work *(Describe your specific duties, responsibilities and accomplishments in this job.)*:

For agency use *(skill codes, etc.)*

C Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)* From To

Average number of hours per week

Salary or earnings
Beginning $ per
Ending $ per

Place of employment
City
State

Exact title of your position

Name of immediate supervisor | Area Code | Telephone Number

Number and kind of employees you supervised

Kind of business or organization *(manufacturing, accounting, social services, etc.)*

If Federal service, civilian or military: series, grade or rank, and date of last promotion

Your reason for leaving

Description of work *(Describe your specific duties, responsibilities and accomplishments in this job.)*:

For agency use *(skill codes, etc.)*

If you need additional experience blocks, use Standard Form 171-A or blank sheets of paper

SEE INSTRUCTION SHEET

Personal Qualifications Statement

Read instructions before completing form

Form Approved:
O.M.B. No. 50-R0387

1. Kind of position (job) you are filing for *(or title and number of announcement)*

2. Options for which you wish to be considered *(if listed in the announcement)*

3. Home phone — Area Code | Number

4. Work phone — Area Code | Number | Extension

5. Preferred title *(mark one)* ☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.

6. Other last names ever used *(e.g., Maiden)*

7. Name *(Last, First, Middle)*

Street address or RFD no. *(include apartment no., if any)*

City | State | ZIP Code

8. Birthplace *(City & State, or foreign country)*

9. Birth date *(Month, day, year)*

10. Social Security Number

11. If you have ever been employed by the Federal Government as a civilian, give your highest grade, classification series, and job title.

Dates of service in that grade *(Month, day, and year)*

From To

12. If you currently have an application on file with the Civil Service Commission for appointment to a Federal position, (a) list the name of the area office maintaining your application, (b) the position for which you filed, and *(if appropriate)* (c) the date of your notice of rating, (d) your identification number, and (e) your rating.

13. Lowest pay or grade you will accept:

PAY		GRADE
$ per	OR	

14. When will you be available for work? *(Month and year)*

DO NOT WRITE IN THIS BLOCK

FOR USE OF EXAMINING OFFICE ONLY

Material ☐ Submitted ☐ Returned

Entered register:

Notations:

Form reviewed:

Form approved:

Option	Grade	Earned Rating	Preference	Aug. Rating
			☐ 5 Points (Tent.)	
			☐ 10 Points Comp. Dis.	
			☐ Other 10 Points	
			☐ Disal.	
			☐ Being Investigated	
Initials and date				

ANNOUNCEMENT NO.

STATEMENT NO.

THIS SPACE FOR USE OF APPOINTING OFFICER ONLY

Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.

☐ 5-Point ☐ 10-Point Compensable Disab. ☐ 10-Point Other

Signature and title

Agency | Date

15. Are you available for temporary employment lasting:

(Acceptance or refusal of temporary employment will not affect your consideration for other appointments.)

	YES	NO
A. Less than 1 month?	☐	☐
B. 1 to 4 months?	☐	☐
C. 5 to 12 months?	☐	☐

16. Are you interested in being considered for employment by:

	YES	NO
A. State and local government agencies?	☐	☐
B. Congressional and other public offices?	☐	☐
C. Public international organizations?	☐	☐

17. Where will you accept a job:

	YES	NO
A. In the Washington, D.C. Metropolitan area?	☐	☐
B. Outside the 50 United States?	☐	☐
C. Anyplace in the United States?	☐	☐
D. Only in *(specify locality)*:		

18. Indicate your availability for overnight travel:

- A. Not available for overnight travel ☐
- B. 1 to 5 nights per month ☐
- C. 6 to 10 nights per month ☐
- D. 11 or more nights per month ☐

19. Are you available for part-time positions *(fewer than 40 hours per week)* offering:

	YES	NO
A. 20 or fewer hours per week?	☐	☐
B. 21 to 31 hours per week?	☐	☐
C. 32 to 39 hours per week?	☐	☐

20. Veteran Preference. Answer all parts. If a part does not apply to you, answer "NO".

	YES	NO
A. Have you ever served on active duty in the United States military service? *(Exclude tours of active duty for training in Reserves or National Guard)*	☐	☐
B. Have you ever been discharged from the armed services under other than honorable conditions? *(You may omit any such discharge changed to honorable or general by a Discharge Review Board or similar authority.)* If "YES", give details in item 35.	☐	☐
C. Do you claim 5 point preference based on active duty in the armed forces? If "YES", you will be required to furnish records to support your claim at the time you are appointed.	☐	☐
D. Do you claim 10 point preference?	☐	☐

If "YES", check the type of preference claimed and complete and attach Standard Form 15, "Claim for 10 Point Veteran Preference", together with the proof requested in that form.

Type of Preference: ☐ Compensable Disability ☐ Non-compensable Disability ☐ Purple Heart Recipient ☐ Spouse ☐ Widow(er) ☐ Mother

E. List dates, branch, and serial number of all active service *(enter "N/A" if not applicable).*

From | To | Branch of Service | Serial or Service Number

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

171-106

Standard Form 171 (rev. 12-77)
U.S. Civil Service Commission

Attach Supplemental Sheets or Forms Here

22. A. Special qualifications and skills *(skills with machines, patents or inventions, your most important publications (do not submit copies unless requested); your public speaking and publications experience; membership in professional or scientific societies; etc.)*

B. Kind of license or certificate *(pilot, registered nurse, lawyer, radio operator, CPA, etc.)*	C. Latest license or certificate Year	State or other licensing authority	D. Approximate number of words per minute Typing	Shorthand

23. A. Did you graduate from high school or will you graduate within the next nine months, or do you have a GED high school equivalency certificate?

Yes	Month and year		No	Highest grade completed

B. Name and location *(city and State)* of last high school attended.

C. Name and location *(city, State, and ZIP Code, if known)* of college or university. *(If you expect to graduate within nine months, give MONTH and YEAR you expect to receive your degree.)*	Dates Attended		Years Completed		No. of Credits Completed		Type of Degree (B.A., etc.)	Year of Degree
	From	To	Day	Night	Semester Hours	Quarter Hours		

D. Chief undergraduate college subjects	No. of Credits Completed		E. Chief graduate college subjects	No. of Credits Completed	
	Semester Hours	Quarter Hours		Semester Hours	Quarter Hours

F. Major field of study at highest level of college work

G. Other schools or training *(for example, trade, vocational, Armed Forces or business)*. Give for each the name and location *(city, State, and ZIP Code, if known)* of school, dates attended, subjects studied, number of classroom hours of instruction per week, certificate, and any other pertinent data.

24. Honors, awards, and fellowships received

25. Languages other than English: List the languages *(other than English)* in which you are proficient and indicate your level of proficiency by putting a check mark (✓) in the appropriate column. Candidates for positions requiring conversational ability in a language other than English may be given an interview conducted solely in that language. Describe in Item 35 how you gained your language skills and the amount of experience you have had *(e.g., completed 72 hours of classroom training, spoke language at home for 18 years, self-taught, etc.)*.

Name of Language(s)	PROFICIENCY							
	Can Prepare and Deliver Lectures		Can Converse		Have Facility to Translate Articles, Technical Materials, etc.		Can Read Articles, Technical Materials, etc., for Own Use	
	Fluently	With Difficulty	Fluently	Passably	Into English	From English	Easily	With Difficulty

26. References List three persons who are NOT related to you and who have definite knowledge of your qualifications and fitness for the position for which you are applying. Do not repeat names of supervisors listed under Item 21, Experience.

Full Name	Present Business or Home Address (Number, Street, City, State and ZIP Code)	Business or Occupation

Answer Items 27 through 34 by placing an "X" in the proper column.	YES	NO
27. Are you a citizen of the United States? …… If "NO" give country of which you are a citizen	☐	☐
NOTE: A conviction or a firing does not necessarily mean you cannot be appointed. The nature of the conviction or firing and how long ago it occurred is important. Give all the facts so that a decision can be made		
28. Within the last five years have you been fired from any job for any reason? ……	☐	☐
29. Within the last five years have you quit a job after being notified that you would be fired? …… If your answer to 28 or 29 above is "YES", give details in Item 35. Show the name and address *(including ZIP Code)* of employer, approximate date, and reasons in each case. This information should agree with your answers in Item 21, Experience.	☐	☐
30. A. Have you ever been convicted, forfeited collateral, or are you now under charges for any felony or any firearms or explosives offense against the law? *(A felony is defined as any offense punishable by imprisonment for a term exceeding one year, but does not include any offense classified as a misdemeanor under the laws of a State and punishable by a term of imprisonment of two years or less.)* ……	☐	☐
B. During the past seven years have you been convicted, imprisoned, on probation or parole or forfeited collateral, or are you now under charges for any offense against the law not included in A. above? ……	☐	☐
NOTE: When answering A. and B. above, you may omit: (1) traffic fines for which you paid a fine of $50.00 or less; (2) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court or under a youth offender law; (3) any conviction the record of which has been expunged under Federal or State law; and (4) any conviction set aside under the Federal Youth Corrections Act or similar State authority.		
31. While in the military service were you ever convicted by a general court-martial? …… If your answer to 30A, 30B, or 31 is "YES", give details in Item 35. Show for each offense: (1) date; (2) charge; (3) place; (4) court; and (5) action taken.	☐	☐
32. Does the United States Government employ in a civilian capacity or as a member of the Armed Forces any relative of yours *(by blood or marriage)*? *(See Items 32 and 33 in the attached instruction sheet.)* ……	☐	☐
33. Do you live with, or within the past 12 months have you lived with, any of these relatives who are employed in a civilian capacity? …… If your answer to 32 is "YES", give in Item 35 for such relatives: (1) name; (2) present address *(including ZIP Code)*; (3) relationship; (4) department, agency, or branch of the armed forces. If your answer to 33 is "YES", also give the kind of appointment held by the relative(s) you live with or have lived with within the past 12 months.	☐	☐
34. Do you receive, or do you have pending, application for retirement or retainer pay, pension, or other compensation based upon military, Federal civilian, or District of Columbia Government service? …… If your answer to 34 is "YES", give details in Item 35.	☐	☐

Your Statement cannot be processed until you have answered all questions, including Items 27 through 34 above. Be sure you have placed an "X" to the left of EVERY marker (◀) above, either in the "YES" or "NO" column.

35. Item Number	Space for detailed answers. Indicate Item number to which the answers apply.

If more space is required, use full sheets of paper approximately the same size as this page. Write on each sheet your name, birth date, and announcement or position title. Attach all sheets to this Statement at the top of page 3.

ATTENTION — THIS STATEMENT MUST BE SIGNED

Read the following paragraphs carefully before signing this Statement.

A false answer to any question in this Statement may be grounds for not employing you, or for dismissing you after you begin work, and may be punishable by fine or imprisonment (U.S. Code, Title 18, Section 1001). All the information you give will be considered in reviewing your Statement.

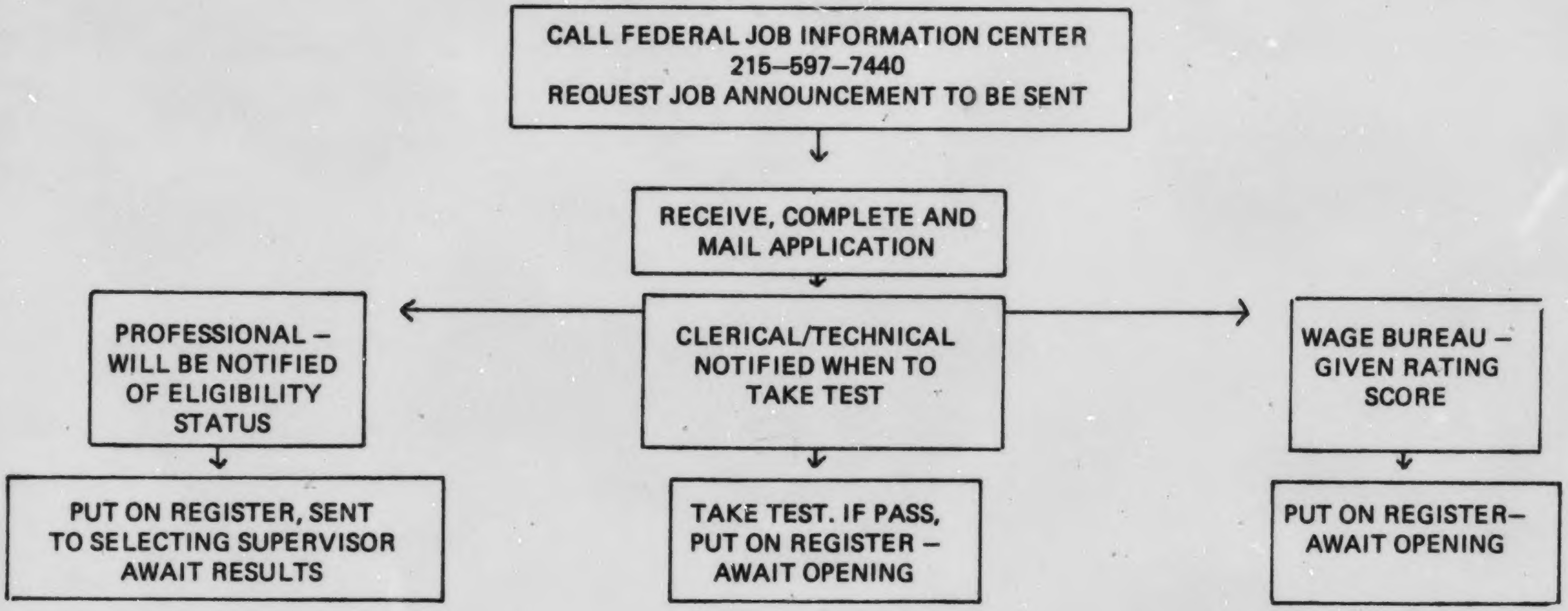
AUTHORITY FOR RELEASE OF INFORMATION

I have completed this Statement with the knowledge and understanding that any or all items contained herein may be subject to investigation prescribed by law or Presidential directive and I consent to the release of information concerning my capacity and fitness by employers, educational institutions, law enforcement agencies, and other individuals and agencies, to duly accredited investigators, Personnel Staffing Specialists, and other authorized employees of the Federal Government for that purpose.

CERTIFICATION	SIGNATURE *(sign in ink)*	DATE
I certify that all of the statements made by me are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.		

☆ U.S. GOVT PRINTING OFFICE

ACTIVITY 5: FEDERAL APPLICATION FLOWCHART


CALL FEDERAL JOB INFORMATION CENTER
215–597–7440
REQUEST JOB ANNOUNCEMENT TO BE SENT
RECEIVE, COMPLETE AND MAIL APPLICATION
PROFESSIONAL – WILL BE NOTIFIED OF ELIGIBILITY STATUS
CLERICAL/TECHNICAL NOTIFIED WHEN TO TAKE TEST
WAGE BUREAU – GIVEN RATING SCORE
PUT ON REGISTER, SENT TO SELECTING SUPERVISOR AWAIT RESULTS
TAKE TEST. IF PASS, PUT ON REGISTER – AWAIT OPENING
PUT ON REGISTER– AWAIT OPENING

NOTES:

Job Group Series ↗

GS – 160 – 5 ↘ Grade Level which corresponds with a salary level

↙ General ↘ Scale

WG – 9 → Grade Level which corresponds with a salary level

↙ Wage ↘ Grade

GS – rate of pay same in all of U.S.

WG – rate of pay varies according to locality.

H. LESSON PLAN: JOB SEARCH

Unit Objective: To develop an understanding of the techniques used to obtain job interviews.

Performance Objective: At the completion of this unit the student will be able to:

- Reply in writing and/or by telephone to al least ten newspaper advertisements using the format developed in class.
- Contact the people and generate at least ten job referrals using the personal contacts list and the civic and cultural contact list.
- Identify employers, using reference resources and make at least twenty contacts by telephone and/or in writing using designated format.
- Secure and complete at least eight interviews using techniques provided in class.
- Forward (as needed) follow-up letters and/or make telephone calls as designated in class to contacts made.

Skills Emphasized:

- Using personal contacts as sources of employment in job source.
- Telephoning and/or generating mail in job search process.
- Getting job interview scheduled.

Materials and Equipment:

- Telephones
- Telephone books
- Newspapers
- Tally Sheets (see explanation of form)
- Paper, stamps, envelopes
- Typewriters
- Job-Search Resource-Problem Solving

Activities:

1. Students will telephone and/or mail letters in response to advertised jobs or job referrals.

2. Students will tally and monitor calls and letters sent to record and evaluate job search progress.

3. Students will set up appointments for interviews with prospective employers.

4. Job Search Resource – Problem solving exercise.

TELEPHONE TALLY

Name (Student) ______________________________

Company or Person Called ______________________________

Date Called ______________________________

Type of Call ______________________________

Response: ______________________________

____

INTERVIEW COMPLETED

Name (Student) ______________________________

Company or Person Interviewed With ______________________________

Date of Interview ______________________________

Type of Interview ______________________________

Response: ______________________________

____

ACTIVITY 1: TALLY FORMS

TALLY FORMS – These forms record the number of letters sent, telephone calls made, and interviews set up to provide a tally which will show the progress of the participants job search.

LETTERS SENT

Name of Student ______________________________

Company or Person Letter was Sent to ______________________________

Date of Letter ______________________________

Type of Letter ______________________________

Response: ______________________________

JOB OFFER

Name of Student ______________________________

Title of Job ______________________________

Name of Company ______________________________

Date of Offer ______________________________

Response: ______________________________

JOB REFERRAL

Title of Position ______________________________

Source of Information ______________________________

Company Telephone Number ______________________________

Company Contact Person ______________________________

Referring Person ______________________________

TALLY FORM

INTERVIEW APPOINTMENT

Name of Company ______________________________

Telephone Number of Company ______________________________

Name of person to ask for at time of interview ______________________________

Name of person you spoke with to set up interview ______________________________

Address of Company ______________________________

Time of Interview ______________________________

Location of Interview (Floor & Room) ______________________________

Directions (if needed) ______________________________

____

ACTIVITY 2: JOB-SEARCH RESOURCES -- PROBLEM-SOLVING

Name ____________________

Date ____________________

Please provide solutions for the following situations.

I

Mr. Peters was Rachel's advisor in her senior year in high school. She has been out of school for three years now and used Mr. Peters as a reference on her resume for a bank clerk job. Mr. Peters receives a call from the National Bank asking about Rachel's grades, personality, and other important information. Mr. Peters is uncertain as to who Rachel is and angry that she used his name without his knowing. What should Rachel have done prior to using Mr. Peters' name?

II

Jane Doe had an interview with NIC Insurance. She was well groomed and confident about the clerical position she sought. After the greetings, the interviewer asked Jane, "What do you know about our company?" Jane sat puzzled, with no answer. How did this reflect on Jane and her job pursuit? How could she have avoided this sticky situation?

III

Sharon has applied for a job as a receptionist/typist at a local business. She felt confident at the interview but found that the business was choosing form at least 25 applicants. Rather than become discouraged and sit back and wait for their decision, what could Sharon do to thank the employer and reinforce her interest in the position? How long after the interview would this show of interest be most effective?

____

____

____

IV

You've been looking for a job by means of newspaper ads and employment agencies. Through conversation you've been telling friends and neighbors that you're involved in a job search. Some friends (storeowners, etc.) have been helpful in advising other possible sources but you'd like to assure them that you are, indeed, serious and not just involving them in small talk. How could you show them you are serious in your job pursuit?

____

____

____

V

Pat just completed her Data Entry course at RACC. Although she's been looking at newspaper ads and other employment sources, she is very interested in working for the government. Where can she get more information on Civil Service employment (federal or state) and how can she apply?

VI

Often the many people you know and are daily involved with have information that can prove helpful in the job search. If they don't know of an actual job opening , often they can refer you to someone else who may have a connection. Of the following list of contacts you may have, select six (6) that you think would be the most helpful and informative and why?

Personal Contact List:

Former employers, close friends, doctor/dentist, lawyer, banker, minister, club members, neighbors, caseworkers, meighborhood store owners, barber/beautician, people in armed services, teachers/ school friends, civic/community leaders, relatives, local legislators, real estate agents.

I. LESSON PLAN: JOB INTERVIEW

Unit Objective: To provide a mock interview session for the purpose of practicing and utilizing the student's interview skills in an actual interview setting.

Performance Objective: Each participant can perform appropriately at an actual interview.

Skills Emphasized:

- Demonstrating appropriate personal appearance at interview.
- Demonstrating mastery of proper interview behavior and response.

Materials and Equipment:

- Videotape equipment
- Completed resumes and applications
- Interview checklist

Activities:

1. Mock Interview — Each participant is interviewed by an industry interviewer. Each session is videotaped and replayed for the participant's review.
2. Each student fills out an interview checklist.

ACTIVITY 1: INTERVIEW CHECKLIST

_____ 1. Arrived for the interview on time - even a few minutes early
_____ 2. Came into the interview alone
_____ 3. Greeted receptionist
_____ 4. Stated his or her name
_____ 5. Identified his or her purpose in being there
_____ 6. Stood, shook hands when introduced
_____ 7. Had a firm handshake
_____ 8. Well groomed
_____ 9. Good posture
_____ 10. Good eye contact
_____ 11. Smoked only when appropriate
_____ 12. Had a copy of resume
_____ 13. Did not chew gum
_____ 14. Did not place hands, elbows or paper on interviewer's desk
_____ 15. Absence of nervous habits or mannerisms
_____ 16. Was well prepared
_____ 17. Indicated interest in company and job
_____ 18. Let the interviewer take the lead
_____ 19. Gave clear and concise answers to questions
_____ 20. Understood how and when to follow-up the interview
_____ 21. Expressed self confidence in speech
_____ 22. Avoided criticism of others
_____ 23. Was a good listener
_____ 24. Secured information as to when final decision would be made
_____ 25. Thanked the interviewer for his time and consideration
_____ 26. Asked pertinent questions concerning the job

J. LESSON PLAN: POST-INTERVIEW CRITIQUE

Unit Objective: To develop an understanding of how to self-evaluate one's effectiveness in an actual interview for the purpose of modifying and improving one's interview skills.

Performance Objective: At the completion of this unit the student will be able to:

- List reasons or factors, any of which could cause an unsatisfactory interview.
- Complete a provided evaluation review form at the conclusion of each interview.
- Identify orally at least two reasons why the interview(s) were unsuccessful. Also, state two ways the interview could have been improved.
- Identify orally at least two reasons why an interview *was* successful.

Skills Emphasized:

- Understanding how to do a self-evaluation.

Materials and Equipment:

- Evaluation review forms.

Activities:

1. Each student will review videotapes of interview sessions.
2. Each student will fill out evaluation review forms.

ACTIVITY 1: INTERVIEW CRITIQUE

Student's Name____________________ Date____________

Check One:

Interview Critique-This critique of the participant's performance at the mock interview serves as a tool to promote improvement and to provide self-evaluation:

1. Appearance

____Excellent ____Above Average

____Average ____Below Average

2. Maturity

____Excellent ____Above Average

____Average ____Below Average

3. Anticipated Competence

____Excellent ____Above Average
____Average ____Below Average

4. Interest

____Excellent ____Above Average
____Average ____Below Average

5. Attitude

____Excellent ____Above Average

____Average ____Below Average

6. Interview Preparation

____Excellent ____Above Average

____Average ____Below Average

7. Responsiveness

_____ Excellent _____ Above Average

_____ Average _____ Below Average

8. Enthusiasm

_____ Excellent _____ Above Average

_____ Average _____ Below Average

9. Motivation

_____ Excellent _____ Above Average

_____ Average _____ Below Average

10. Activities

_____ Excellent _____ Above Average

_____ Average _____ Below Average

11. Level of Accomplishment

_____ Excellent _____ Above Average

_____ Average _____ Below Average

12. Career Ambition

_____ Excellent _____ Above Average

_____ Average _____ Below Average

13. Comments: ____

____

14. Recommendation

1. _____ Hire
2. _____ No interest
3. _____ No interest, suggest interview with ____________________
   ____
4. _____ Other ____

Evaluator ____
Signature Date

VII. LEARNING ACTIVITIES: JOB SURVIVAL UNITS

A. LESSON PLAN: ATTITUDES

Unit Objective: To explore the significance of a positive personal attitude as a factor in job survival.

Performance Objective: At the completion of this unit the student will be able to:

- Identify from a list of terminology, terms which apply to developing a positive job survival attitude.
- Identify from a given list of positive and negative attitude statements, the positive job survival attitude statements.
- List at least three advantages of displaying a positive job survival attitude.
- Write a factual example of a person displaying a positive job survival attitude.

Skills Emphasized:

- Understanding the significance of a positive personal attitude.
- Distinguishing between negative and positive job survival attitudes.

Materials and Equipment:

- Job survival attitude quizes.

Activities:

1. Each student will complete two short quizes to evaluate his/her understanding of personal job survival attitudes.

2. Each student will write an example of a person displaying the desired positive job survival attitude.

ACTIVITY 1: JOB SURVIVAL ATTITUDES QUIZ

Student's Name ______________________________ Date ______________

Indicate P (Positive Attitude) in the space next to the statement(s) that reflect positive job survival attitudes.

_____ I don't like filing all day, but I do like the typing.

_____ I don't like the way my supervisor looks at me, I think he is prejudice.

_____ Tommorrow is the big conference, I will stay late today to make sure everything is in order.

_____ No one has said anything to me about being late, I guess it is okay.

_____ Today was hectic, but we only have a day like this once a month.

ACTIVITY 2: JOB SURVIVAL ATTITUDES QUIZ

Student's Name ____________________ Date __________

1. Indicate P (Positive Attitude) in the space next to the word or phrases that reflect a positive job survival attitude.

   ______ Dependable

   ______ Takes inefficient short cuts

   ______ Makes suggestions for improvement

   ______ Makes excuses for incomplete work

   ______ Volunteers to work overtime during heavy periods

   ______ Constantly talking to co-workers

   ______ Asks supervisor or trainer for instructions

2. List at least three advantages of displaying a positive job survival attitude.

   ____

   ____

   ____

3. Write a factual example of a person displaying a positive job survival attitude.

   ____

   ____

   ____

4. Revise one of the following negative job survival statements to a positive job survival attitude statement.

   – Why don't they make up their minds, they give me all this work and I don't know what to do first.

   – I am so tired of listening to Joan talk about her husband, I can't concentrate.

   ____

   ____

B. LESSON PLAN: GOAL SETTING

Unit Objective: To generate personal relation goals and to correlate the importance of goal setting to job survival.

Performance Objective: At the completion of this unit the student will be able to:

- Write out a definition for a personal relation goal (contrast work goals with personal relation goals).
- Generate and write out a minimum of three personal relation goals. (Two short range and one long range.)
- Select a short range personal relation goals, sequence the steps to achieve the goal and provide a projected completion date in writing.
- Select a long range personal relation goal, sequence the steps to achieve the goal, and provide a projected completion date in writing.

Skills Emphasized:

- Understanding the concept of personal relation goals.
- Understanding the concept and importance of work goals.

Materials and Equipment:

- Personal goals quiz

Activities:

1. Each student will develop two short range and one long range personal relation goals complete with sequences and completion dates.

2. A personal relation goals quiz will be given to evaluate the student's understanding of personal relation goals.

ACTIVITY 1: JOB SURVIVAL PERSONAL GOALS QUIZ

Student's Name ______________________________ Date ______________

1. Define a personal relation goal and contrast the personal relation goal with other kinds of goals.

   a. ____

   b. ____

2. List two (2) short range personal relation goals.

   a. ____

   b. ____

3. List one long range work goal.

   ____

4. Select one of the short range personal relation goals from number 2 and complete the following format:

   a. Short range goal: ______________________________

   b. Steps to accomplish goal / Completion Date

b. Steps to accomplish goal	Completion Date
1. ______________________	______________
2. ______________________	______________
3. ______________________	______________
4. ______________________	______________
5. ______________________	______________
6. ______________________	______________
7. ______________________	______________

5. Use the long range personal relation goal listed in Number 3 and complete the following format:

   a. Long range goal: ______________________________

b. Steps to accomplish goal	Completion Date
1. ______________________	______________
2. ______________________	______________
3. ______________________	______________

C. LESSON PLAN: COMMUNICATIONS

Unit Objective: To explore the meaning and significance of effective communication for job survival.

Performance Objective: At the completion of this unit the student will be able to:

- Write a definition of effective communication.
- List two factors that impede effective communication.
- List five factors that aid effective communication.
- Select three communication problems from a list of problems and indicate in writing solutions for the communication problems, using guidelines from class.
- Identify in writing from a group of situations, examples of effective communication.
- State two reasons why effective communication is important on the job.
- Write a definition of non-verbal behavior and provide an example in which non-verbal communication adversely affects communication.

Skills Emphasized:

- Understanding the importance of effective communication.
- Solving communication problems.

Materials and Equipment:

- Communication quizes.

Activities:

1. Communication exercises.
2. A communications quiz will be given to assure understanding of the concept of effective communication.
3. Communication Problem-Solving.

ACTIVITY 1: COMMUNICATION QUIZ

Student's Name ______________________ Date ____________

1. Define effective communication. ______________________

2. List two factors that impede effective communication. ____________

3. List five factors that aid effective communication. ____________

4. State two reasons why effective communication is important on the job.

5. Write a definition of non-verbal behavior and provide an example in which non-verbal communication adversely affects communication. __________

ACTIVITY 2: COMMUNICATION PROBLEM-SOLVING

Student's Name ________________________________ Date ______________

I. Select three communication problems from the following list of problems and indicate solutions for the communication problems.

- The supervisor approaches Brenda's desk, leans over her and rapidly explains a new procedure. The new procedure starts today. Brenda processes ten items using the new procedure and all ten are rejected for errors. Brenda's supervisor throws the items on her desk and calls her dumb. How could Brenda have prevented this problem? What should Brenda do now?

- Jim's boss is explaining the use of a new piece of equipment. Jim is standing with his arms crossed and frowns on his forehead. The boss asks, any questions? Jim shakes his head NO. Later, Jim's boss comments to his supervisor, "I don't think Jim picks up new procedures very well. He always looks so confused when I explain things to him.
  What is Jim doing to give his boss the impression that he is confused? How can Jim let his boss know he understands?

- Jane's boss asks Jane to do ten tasks at 8:30 a.m. Jane listens and indicates she understands everything. At 10:00 Jane had completed four of those items and went in her boss's office to ask her to repeat the other tasks.
  What should Jane do to remedy similar situations in the future?

- Bob is very unhappy about his desk. The desk has only one drawer and Bob is unable to find the desk key. Bob's supervisor has called him twice to counsel him on leaving forms on top of his desk overnite. Bob tells his supervisor that he has only one desk drawer and no key. The supervisor calls the maintanence department to replace the desk. Three weeks later Bob's supervisor counsels him again about the materials on his desk.
  How could Bob have avoided the last counseling session?

D. LESSON PLAN: GENERAL SKILLS

Unit Objective: To reinforce the identification of skills employers seek.

Performance Objective: At the completion of this unit the student will be able to:

- List the five most important skills employers seek in an employee.
- List the seventeen skills discussed in class that employers seek in an employee.
- Select ten of the above skills and give an example of these skills in use.
- List five reasons employees are terminated. (Items must be taken from classroom guidelines.)
- List five tips for keeping a job. (Taken from classroom guidelines.)
- Identify ten tasks that a new employee should accomplish during the first week on a new job.
- State a procedure for learning a job. (Using classroom guidelines.)
- Write a definition of an interpersonal problem.
- List two potential interpersonal problems people may have.
- Identify appropriate means from a given list of means that includes both appropriate and inappropriate means for a given situation.
- Generate a minimum of five distinct means for a given situation.
- Prioritize by appropriateness the means generated in the prior competency.
- State two reasons time management is important on the job. (Using classroom guidelines.)
- Complete and review a time log for one day and complete a personal twenty-four hour time schedule.

Skills Emphasized:

- Understanding the important skills employers seek.
- Understanding interpersonal problems.
- Understanding the importance of time management.

Materials and Equipment:

- List of skills
- Job-keeping tips handouts
- Organizational chart
- Interpersonal problems quiz
- Time log
- Skills quiz

Activities:

1. Quiz — Each student will complete a quiz on the important skills employers seek.
2. Each student will fill out a time log sheet to practice time management.
3. Each student will complete a quiz on interpersonal problems and solutions.

ACTIVITY 1: SKILLS EMPLOYERS SEEK

Dependability
Giving an honest day's work
Knowing what's expected
Maintaining good health
Managing time and material efficiently
Getting along with people having a variety of personalities
Working team member
Understanding written information
Having basic writing skills
Knowing your own abilities, strengths, and weaknesses
Being loyal to the organization
Making independent decisions
Using initiative and imagination
Locating information, materials, and equipment
Working without close supervision
Working under tension and pressure
Adjusting to various work situations
Looking neat and respectable
Being interested in making money for both employee and employer
Willing to admit mistakes

ACTIVITY 2: TIPS ON KEEPING A JOB

1. Once hired learn all you can about the job.
2. Be on time.
3. Get along with fellow workers.
4. Don't be a clock watcher
5. Be reliable and dependable.
6. Be an honest and trustworthy person.
7. Be a worker, not an idler.
8. Have a sense of humor — don't be gloomy.
9. Be alert — don't go to work under the influence of drugs or alcohol.
10. Follow orders and get your job done.
11. Take only allowed breaks.
12. Call in when sick or when you are going to be late.
13. Don't miss too many days.
14. Be where you're supposed to be, doing what you're supposed to be doing, when you are supposed to be doing *IT*.

ACTIVITY 3: FIRST WEEK ON JOB TASKS

Arrive a little ahead of time
Listen carefully to instructions
Learn company rules
Listen to names and jobs performed when introduced
Ask questions
Thoroughly understand your job description
Learn the telephone number of supervisor
Work out transportation with others who live in your area
Find out how you will be evaluated and the frequency of evaluations
Take notes if you have a poor memory

ACTIVITY 4: INTERPERSONAL PROBLEM-SOLVING

Student's Name ______________________________ Date ______________

1. Define an interpersonal problem. ______________________________________

2. List two potential interpersonal problems people may have. ____________

3. Identify appropriate means from the list on the board. ________________

4. Generate eight means from a situation given in class. _________________

5. Prioritize by appropriateness the means generated in number 4. _________

ACTIVITY 5: TIME MANAGEMENT

Student's Name ______________________ Date ____________

Time Started	Time Finished	Activity

TIME MANAGEMENT

Daily Time Schedule

Student's Name ______________________ Date _______________

TIME	ACTIVITY

E. LESSON PLAN: JOB SURVIVAL TOOLS

Unit Objective: To identify the resources available to an individual that could contribute to his/her career upward mobility.

Performance Objective: At the completion of this unit the student will be able to:

- State all reporting relationships on a given organizational chart.
- Define the term "job description."
- Identify in writing a career path for the position he/she is seeking.
- List at least three questions to ask the supervisor at an evaluation session.
- Outline a self-fantasized career path using classroom guidelines.

Skills Emphasized:

- Understanding an organizational chart.
- Outlining one's own career path.

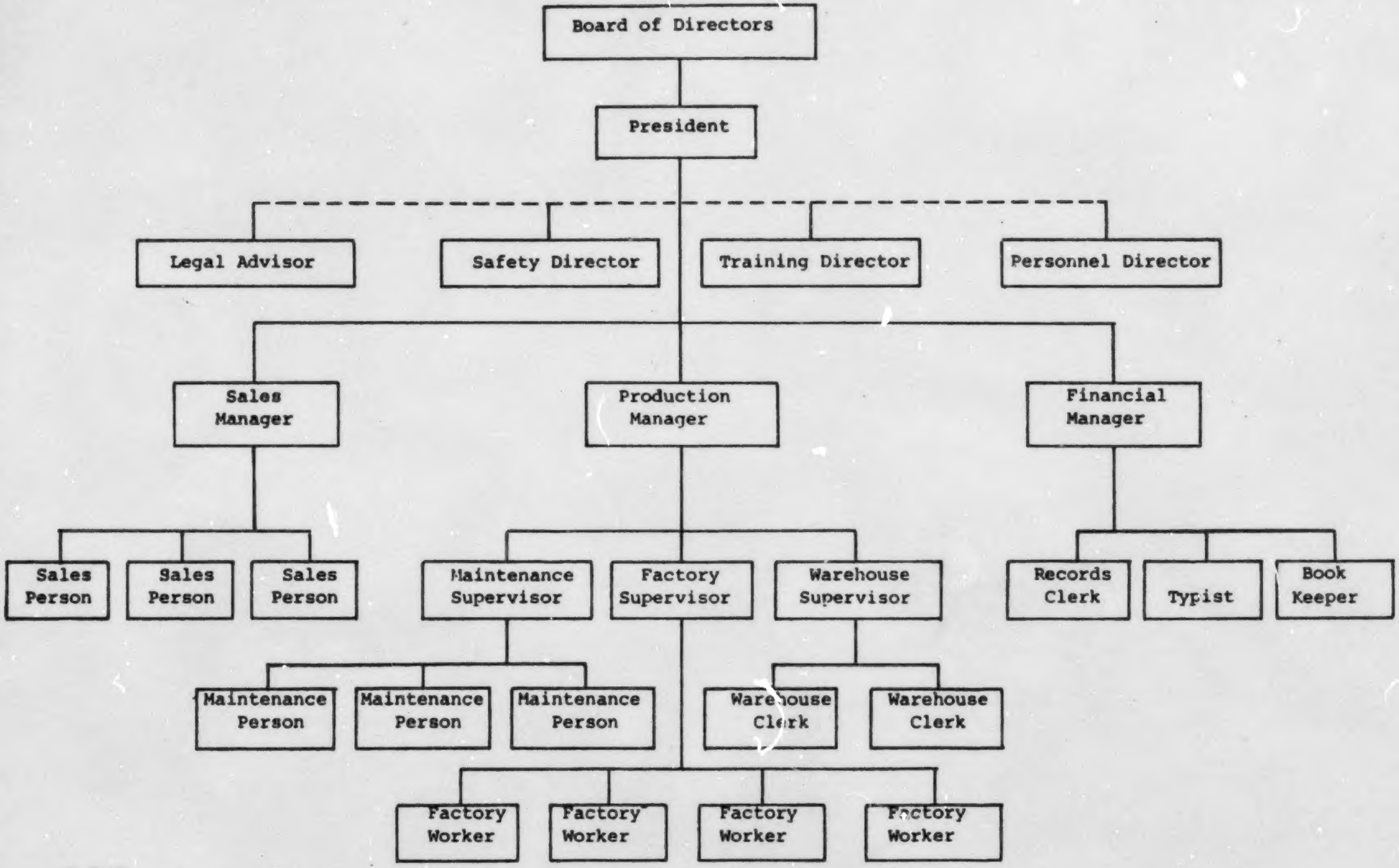
Materials and Equipment:

- Organizational Charts
- Job Descriptions

Activities:

1. Each student will develop a career path for his/her desired position including qualifications needed and sequence of steps to attain the position.

ACTIVITY 1: ORGANIZATIONAL CHART


Board of Directors
President
Legal Advisor
Safety Director
Training Director
Personnel Director
Sales Manager
Production Manager
Financial Manager
Sales Person
Sales Person
Sales Person
Maintenance Supervisor
Factory Supervisor
Warehouse Supervisor
Records Clerk
Typist
Book Keeper
Maintenance Person
Maintenance Person
Maintenance Person
Warehouse Clerk
Warehouse Clerk
Factory Worker
Factory Worker
Factory Worker
Factory Worker

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ACTIVITY 2: JOB DESCRIPTION

JOB TITLE: General Clerk JOB CODE: 004 FLSA: 00

BASIC FUNCTION:

Performs a wide variety of non-technical office work requiring the exercise of limited judgment and responsibility within prescribed procedures.

TYPICAL DUTIES:

1. Maintains records of individual or departmental activities and prepares miscellaneous reports as required.
2. Selects and completes form letters or printed forms needed in routine work of the department.
3. Reviews papers in order to sort and forward within department or to other departments.
4. Calculates amounts using figures taken from tables, manuals or other specified sources.
5. Compiles lists of numerical and/or verbal data from information at hand.
6. Posts to and maintains card files, reports and other office records.

NOTE:

Duties to be performed by various levels will be recorded under levels of proficiency.

LEVELS OF PROFICIENCY:

04004 General Clerk A

High school background, preferred; previous experience as a grade 03 General Clerk; learning time six months.

Comments:

Involves typical duties 1 thru 6 with indepth knowledge of methods and procedures, composes and/or dictates correspondence and checks work performed by grade 03 General Clerks for accuracy and conformance to procedure.

03004 General Clerk B

High school background, preferred; previous experience as a grade 01 General Clerk; learning time three - six months.

Comments:

Involves typical duties 1 thru 6 with specific knowledge of methods and procedures and composed routine correspondence.

01004 General Clerk C

High school background, preferred; no prior experience necessary; learning time one - three months.

Comments:

Involves typical duties 1 thru 5 with close supervision.

02004 General Clerk C

This level indicates a trainee with close supervision.

ACTIVITY 3: PERFORMANCE APPRAISAL

Non-Exempt Salaried
Performance and Development Analysis

NAME ______________________________ Dept. ______________

Position Title ______________________________

Review Period From ______________________ To ______________

Salary Grade: __________ Range: Minimum ______ Midpoint ______ Maximum ______

Current Salary __________ per week; $______ per hour

Increase amount $__________ per week; $______ per hour; ______%

New salary $__________ per week; $______ per hour

Next Salary Review ______________

Prepared by ______________________ on ______________________
Supervisor's signature date

Approval ______________________ ______________________

Approval ______________________ ______________________

Approval ______________________ ______________________

Approval ______________________ ______________________

Reviewed with employee on ______________________ ______________________
date Employee's signature

Analysis of Job Performance. List all the significant aspects or activities of the position (refer to job description) referencing standards of performance and specific results and accomplishments with respect to those standards. Each item should be assigned a percentage to indicate its relative priority; the sum total of these percentages must equal 100%. Each activity should then be rated on the following scale:

1. Job performance is unacceptable
2. Meets some standards
3. Meets all standards of the position as outlined
4. Exceeds all standards for this position
5. Outstanding performance

The percentage for each item should be multiplied times its rating.

The resultant evaluation for all items should be added together.

(Use additional pages if necessary to complete this section.)

	Percentage	x Rating	= Evaluation
ITEM 1	______	____	______
ITEM 2	______	____	______
ITEM 3	______	____	______
ITEM 4	______	____	______
ITEM 5	______	____	______
Sum of Evaluations	100%		______

ACCOMPLISHMENTS Using a 4 or 5 as it relates to the previous five point evaluation scale, list any contributions and/or accomplishments that the employee has achieved during the review period. Such accomplishments should not be that which relates to normal job duties but activities that go beyond the normal scope and routine of the job.

	Evaluation
ITEM 1	______
ITEM 2	______
ITEM 3	______
Average of Evaluations	______

Comment on what you consider to be the employee's strongest points. How can the employee apply these strengths and be more effective in the performance of his or her job.

Comment on what you consider to be the employee's weakest points. What can the employee do to improve in this area as it relates to more effective job performance.

Additional Comments:

Evaluation from Analysis of Job Performance ________

Evaluation from Accomplishments ________

Overall Evaluation (average of the above two) ________

ACTIVITY 4: COMPANY POLICY

ATTENDANCE STANDARDS AND TARDINESS POLICY

SUMMARY

Because service to our customers can improve or deteriorate in part due to the dependability of our employees, good attendance is of utmost necessity.

The following corporate policy on attendance and tardiness assures fair and equal treatment for all employees. It is the responsibility of each manager and supervisor to communicate the need for good attendance and to counsel employees with respect to absenteeism or tardiness. Managers and supervisors must also stress the necessity of accurate record keeping on attendance cards, since the attendance card is the source document for information to administer this policy.

When administering these policy guidelines, managers and supervisors may use their judgment to indicate the need to make exceptions. These situations should be reviewed with Employee Relations or the personnel manager in the field.

DEFINITIONS

ABSENCE. Any time an employee is not at work on a regularly scheduled work day unless the employee is:

- On a previously scheduled and approved earned vacation.
- Subject to other paid time off, such as jury duty, funerals, birthday, etc. (See Personnel Manual section V-14-1)
- On a personal day (see guidelines for granting personal allowed days in section V-14-6 of the Personnel Manual)
- On an approved leave of absence.

Unscheduled use of vacation days can be considered an absence under this policy since use of vacation is subject to *prior* approval by the supervisor or manager.

OCCURRENCE. Either a single day of absence or multiple consecutive days of absence due to a single cause. For example, an employee who is absent on a consecutive Tuesday, Wednesday, and Thursday due to the same cause will have three absences but only one occurrence of absence.

Multiple days of absence which are not consecutive, but are a result of a single cause, may be judged as a single occurrence. A management decision, after a review of the circumstances, must be made by the area/section manager in these cases.

POLICY
Attendance

Employees must maintain a reasonable record of acceptable attendance. Attendance standards are explained below.

Employees must notify their immediate supervisor/manager within one hour of their normal starting time if they are sick or will be unexpectedly absent.

New employees are subject to termination within the first ninety days of employment if their absence exceeds more than two occurrences without good cause.

Employees who do not meet minimum levels of attendance may be subject to disciplinary action, including termination.

The employee's attendance record, because of its importance to the company, will be considered in all performance reviews, and may have a positive or negative impact on the overall rating of the employee's performance. For this reason, it is imperative that accurate records be kept on a daily basis on the Attendance and Tardy records maintained in the area.

ATTENDANCE STANDARDS
Attendance standards are stated in terms of occurrences, not days, as listed below:

Occurrences In A 365 Day Period	Performance Rating (Dependability)
0–1	Outstanding
2–3	Superior
4–5	Competent
6	Needs Improvement
7	Unsatisfactory

POLICY

Performance Review

Since an employee's attendance record will influence performance review ratings, certain factors should be considered in determining the acceptability of an employee's attendance record, such as:

- Length of Service
- Past employment history
- Causes of absenteeism
- Comparison of employee's attendance to corporate standards

When evaluating an employee's performance, *all* performance review factors must be weighed in determining the overall rating. An employee whose attendance is Needs Improvement will not necessarily have a Needs Improvement for the overall rating. Likewise, an employee who has an Outstanding attendance record will not necessarily have an overall rating of Outstanding.

When preparing a performance review on an employee, review the employee's attendnace record for the past year to determine the number of occurrences of absence within the review period. When preparing six-month reviews, look at occurrences of absence during the first six months, double this figure to determine the estimated annual number of occurrences. For example, if an employee has been absent two times in the sixth month period, the rating would be based upon four estimated occurrences of absence.

Corrective Action

Corrective action, as outlined in the following procedures, can be taken when occurrences of absence equal the number specified below within any 365-day period. See Instructions.

SITUATION	ACTION
Upon return from fifth and sixth occurrence	Verbal Warnings
Upon return from seventh occurrence	Probation
Eighth occurrence	Recommend termination

NEW EMPLOYEES

Managers and supervisors must review the Attendance Standard Policy with all new employees when they begin their employment. New employees are subject to termination within the first ninety days of employment when their absence exceeds more than two occurrences without good cause. After the first occurrence of absence within the first ninety days, the employee should be counseled and reminded of the attendance policy. Following the second occurrence of absence within the first ninety days, a recommendation for termination may be made.

INSTRUCTIONS

Record Keeping

Absences must be recorded on the Attendance and Tardy card on a daily basis.

OCCURRENCES of absence must be recorded as a "rolling number" reflecting the number of occurrences in any 365-day period. This refers to the actual last 365 days, not a calendar or anniversary year.

Each time an employee is absent, the number of occurrences of absence within the last 365 days must be recomputed. Each time an occurrence of absence is recorded, count the total number of occurrences for the past 365 days and record that number. For example, if an employee's attendance record is as follows:

Absence	Days Absence	Total Number of Occurrences
10/17/78–10/19/78	3	1
11/2/78	1	2
12/10/78	1	3
5/1/79–5/3/79	3	4
9/6/79	1	5
11/3/79	1	4

Note that the occurrences of absence recorded following 11/3/79 absence is 4. This results from counting back the number of occurrences within the *past 365 days*. In the example, there have been 4 occurrences of absence from 11/3/78 to 11/3/79. Any occurrences of absence from a period of more than 365 days back should be deducted from the cumulative total.

Verbal Warning

Managers and supervisors must assure that employees understand the necessity for good attendance. As adverse trends of absenteeism occur, managers and supervisors must counsel the employee to determine the reasons for the absences in an effort to aid the employee in preventing recurrences and stress the importance of good attendance to the company.

Upon return from the fifth and sixth occurrences of absence, a conference *must* be held with the employee so that he/she understands that on the seventh occurrence he/she can be placed on probation.

INSTRUCTIONS

Probation

Prior to placing the employee on probation, review the case with Employee Relations in the home office or with the personnel manager in field locations.

Prepare a memorandum including a detailed statement of the attendance problems, a restatement of policy including the possibility of termination on the eighth occurrence. A time period should be specified for the probationary period. In most cases, a thirty-day period of time is appropriate for the probationary review. Signature lines must be provided for the employee, supervisor and next level of management. Obtain all necessary signatures.

A copy of the probationary memo must be sent to the centralized personnel file.

Removal From Probation

When an employee meets the conditions of the probationary review, a memorandum must be prepared for the employee which removes the employee from probation. A statement should be made in the memorandum that the employee "must sustain and continue to meet the standards for attendance within acceptable levels or immediate termination could result."

This memorandum must be sent to the centralized personnel file.

Termination

Review the case with Employee Relations in the home office or the personnel manager in field locations.

Termination on the eighth occurrence is not automatic. There may be circumstances that would make the termination inadvisable such as a chronic illness with substantiated medical treatment or several years of previous service with good attendance. Management judgment is required.

POLICY

Tardiness

Employees are expected to make a reasonable effort to be at their work stations at their designated starting time on a daily basis.

Standards for tardiness must be established within each division or, if appropriate, at the area level. In the home office these standards are set by the division heads. In field locations, a standard should be developed for each office. The standards are set by the branch manager, subject to review by the regional personnel manager.

Tardiness standards must be reasonable and not more restrictive than attendance standards. These standards must be communicated to all employees affected by them.

Accurate records concerning the incidents of tardiness must be maintained by the manager/supervisor. When tardiness exceeds the standards set within the division/area, corrective action may be taken. Corrective action for tardiness will follow the same basic procedures outlined above for absenteeism.

MANUAL UPDATE This material will be placed in the Personnel Manual.

QUESTIONS If you have any questions, please refer them to Employee Relations.

COMPANY POLICY
ABSENTEEISM

A. PURPOSE

To establish consistent guidelines governing the various forms of absenteeism throughout the division, to define excessive absenteeism, and to establish parameters for determining and correcting same.

B. SCOPE

Includes all non-exempt hourly, full-time employees.

C. DEFINITIONS

1. *Non-exempt hourly, full-time employee* — a member of the collective bargaining unit who has completed their 60 day probationary period.

2. *Calendar Month* — a month beginning with the first of the month and ending with the last day of the month.

3. *Occurrence* — for absence, each continuous uninterrupted period of absence; for lateness and leaving early, each instance of same.

4. *Chargeable Absence* — any absence from work that is not listed as an excludable absence.

5. *Excludable Absence* — the following absences would not constitute a chargeable occurrence for purposes of absence or lateness or leaving early:

   a. Military leave not to exceed fifteen (15) working days.

   b. Jury duty and other subpoenaed actions.

   c. Layoffs

   d. Lost time due to work-related accident or work-related illness.

   e. Approved vacation.

   f. Holidays

   g. Approved time off for union business.

   h. Suspension due to disciplinary action.

   i. Funeral leave, including approved extensions, as defined in the collective bargaining agreement.

Note: One day vacations and extensions of funeral leave require prior approval during the employee's regularly scheduled shift prior to the day in question.

6. *Long Absence* – Any continuous chargeable absence of three or more days.

7. *Lateness* – any absence beyond the first 15 minutes of a shift. Excludable absence cases apply as appropriate.

8. *Leaving Early* – any absence at the end of a shift of up to eight (8) hours. Excludable absence cases apply as appropriate.

   Note: An absence occurs when a left-early is in excess of eight (8) hours.

9. Progressive discipline for this policy is defined as follows:

   a. First offense – verbal warning

   b. Second offense – written warning

   c. Third offense – suspension (three working days)

   d. Fourth offense – five day suspension pending discharge

10. *Examining Board* – a joint committee composed of two members designated by the company and two members designated by the union, the purpose of which is to resolve unique situations and cases outside the scope of existing policy or practice.

D. POLICY AND PROCEDURE

1. *Chargeable Absence*

   a. Excessive absenteeism exists when during any calendar month there is more than one chargeable absence occurrence.

   b. Chargeable absences are inclusive of long absence.

   c. Disciplinary action will be taken when excessive absenteesim exists according to the progressive disciplinary procedure.

   d. If, during a 30 (calendar) day period following disciplinary action, there are two chargeable occurrences, the next step of disciplinary action will be initiated.

   e. For each full, consecutive three (3) month calendar period that an employee has no chargeable absence, the current level of disciplinary action will be reduced one step.

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f. During any twelve month period that no disciplinary action is taken, all disciplinary action for chargeable absence will be removed for purposed of future discipline.

2. *Long Absence*

a. Excessive absenteeism exists when, at any time, one or more of the following conditions exists:

(1) When there are more than two (2) occurrences of long absence during a three (3) calendar month period.

(2) When there are more than three (3) occurrences of long absence during a six (6) calendar month period.

(3) When there are more than five (5) occurrences of long absence during a twelve (12) calendar month period.

b. Disciplinary action will be taken when excessive absenteeism exists according to the progressive disciplinary procedure.

c. During any twelve month period that no disciplinary action is taken, all disciplinary action for long absence will be removed for purposes of future discipline.

d. If any employee who has at least (10) years of service receives a written warning for excessive long absence, a meeting of the Examining Board will be convened to decide if the case merits treatment outside the scope of this policy.

3. *Lateness and Leaving Early*

a. Any combination of lateness and leaving early occurrences in excess of two (2) per calendar month is considered to be excessive.

b. Disciplinary action will be taken when excessive lateness or leaving early exists according to the progressive disciplinary procedure.

c. If, during a 30 (calendar) day period following disciplinary action, there are three (3) occurrences, the next step of disciplinary action will be initiated.

d. For each full, consecutive three (3) calendar month period that an employee has no chargeable occurrence, the current level of disciplinary action will be reduced one step.

e. During any twelve (12) month period that no disciplinary action is taken, all disciplinary action for lateness or leaving early will be removed for purposes of future discipline.

4. *Miscellaneous*

a. To be considered valid, all disciplinary action must be issued within five (5) intervening working days of the occurrence.

b. Occasional absence, long absence and lateness/leaving early are treated separately for disciplinary purposes. Occasions of long absence are included with occasional absence, however.

c. For purposes of long absence, lateness, and leaving early, all employees have zero (0) occurrences prior to the effective date of this policy.

E. RESPONSIBILITY

Each supervisor is responsible for initiating disciplinary action in conformity with this policy subject to review and approval by the Employee Relations Department.

ACTIVITY 5: JOB ACCEPTANCE LETTER

A letter of acceptance is sent to an employer to inform him (her) that you have decided that the job he offered is the job for you and that you accept the position. The letter contains three (3) basic parts:

1. Accept with pleasure
2. State salary and position to avoid any confusion
3. State that you are looking forward to the job

Name
Address
City, State, Zip Code

Date

Name of Employer
Title
Company
Address

Dear Mr. ________________

Acceptance [Salary and [Position	I am pleased to accept your offer of (annual salary) as (position/title) in/at (company).
For college [grads	Since graduation, I plan to leave, relocate, and should be ready to report to work on (date). Let me know if this is convenient for you.
For the [presently employed	I plan to leave (present company) and should be ready to report to work on (date).
For the [presently employed	I will be available for employment on (date). Let me know if this is convenient for you.
	I look forward to what I know will be a rewarding pleasant work experience.

Very truly yours,

(Your Name) ________________

F. LESSON PLAN: JOB ETIQUETTE

Unit Objective: To provide procedures for job acceptance and job termination.

Performance Objective: At the end of this unit the student will be able to:

- Draft a letter of resignation according to classroom guidelines.
- State recommended procedure for leaving a job.

Skills Emphasized:

- Understanding the importance of proper resignation procedures.

Materials and Equipment:

- Letter of resignation format
- Handout on leaving a job

Activities:

1. Each student will state the procedure for leaving a job.
2. Each student will draft a letter of resignation.

ACTIVITY 1: LETTER OF RESIGNATION

Letters of Resignation should be sent to your employer once you have decided to leave your job and have discussed your reason with your supervisor.

Name

Address

Date

Name of employer
Title
Name of Company
Address

Salutation: Dear Mr. (Mrs.)

State position & period you worked.: I've certainly learned a great deal about (the line of business) from my work as (position) at company the past duration.

Show of Appreciation: I shall always be grateful to you and the other personnel who have helped me to do the job and prepare for a more challenging one.

Reason for resignation: You will perhaps recall that when I had my interviews with you before starting to work, I stressed my interest in working toward a job as a (position).

Since I now have such an opportunity at (new company), I am submitting my resignation. Apparently it will be sometime before such a position is available for me in this organization.

Date of termination: I should like to terminate employment in (date/time). But I can make arrangements to work a little longer if this will help to hire the person who will replace me.

Complementary Closing: My thanks and good wishes.

Sincerely,

Name

ACTIVITY 2: SUGGESTED PROCEDURE FOR LEAVING THE JOB

Prepare a written resignation
Give present employer at least a two week notice
Discuss your reason for leaving with your supervisor
Be careful; "Don't burn bridges" by making negative comments about your employer

VIII. COURSE EVALUATION

Name (Optional) ____________________________ Date __________

In order to improve this course, we need your honest input. Please complete the following questions.

1. What subject(s) did you find most helpful? (Use course outline as a guide.
____________________________ Why? __________
____

2. What subject(s) did you find least helpful? (Use course outline as a guide.
____________________________ Why? __________
____

3. What changes would you make to the program? __________
____
____
____

4. What was the most valuable information you obtained from this class? __________
____
____
____

5. What was the least valuable information you obtained from this class? __________
____
____
____

6. What advice would you give to the instructor in order to improve her teaching technique? ______

7. What will you do differently in job seeking and job survival as a result of this class? ______

8. Who would you recommend to take this course? ______

9. Overall Evaluation of course.
Circle your choice:

Very Useful   Useful   Nice to Know   Unnecessary

10. Comments ______

IX. APPENDICES

A. Welcome to RACC/TRAC
B. Mastery Log - Competencies
C. Time Sheet
D. Employability Profile
E. Speakers
F. Films
G. Mock Interviews
H. Telephone Usage
I. Tapes - World of Work Tape Series
J. Follow-Up
K. Prerequisite for 3rd Week
L. Time Sheet - Third Week
M. Data Sheet

APPENDIX A: WELCOME TO RACC/TRAC

Welcome to RACC/TRAC!

RACC/TRAC is a part of the Berks County CETA Program. Our goal is to provide the educational support courses for the CETA Training Program.

Our offices are in room 624. Office hours are:

Attendance

Class Hours

Each person will have a time sheet. You are responsible for recording the following on your time sheets:

- Time arrived in the morning
- Time left for lunch
- Time returned from lunch
- Time left for the day

YOU WILL BE PAID ACCORDING TO THE NUMBER OF HOURS REFLECTED ON YOUR TIME SHEET.

If, because of an emergency, you cannot attend class, you must call the instructor *before* 8:00 a.m. at 372-4721 Ext. 362 or 365.

Tardiness
You are expected to be on time each day. This is your job for the next two weeks. Remember, you will be paid according to your time sheet.

Telephone Messages
Only *emergency* telephone messages will be delivered. Please use the pay telephones in the first floor lobby for your personal telephone calls.

The classroom telephones are for job search telephone calls *only*.

Dress Code
Please dress *for* the position you are seeking.

Counseling Services
Your instructor will be the counselor. Alert your instructor in advance if you desire counseling.

After the Working Class is over, counseling hours will be:

APPENDIX B: MASTERY LOG – COMPETENCIES

Student's Name ____________________

Course Begun ______________________

Course Completed __________________

Instructor _________________________

The student will have demonstrated mastery of the concepts when she or he:

I. Competencies - Job Seeking Skills

To Explore Job Seeking Attitudes

	YES	NO
Identifies from a list of terminology, terms which apply to developing a positive job seeking attitude.	____	____
Identifies from a given list of positive and negative attitude statements, the positive job seeking attitude statements	____	____
Lists at least three advantages of displaying a positive job seeking attitude.	____	____
Writes a factual example of a person displaying a positive job seeking attitude.	____	____
Revises a negative job seeking attitude statement to a positive job seeking attitude.	____	____
Paraphrases the quote, "To Thine Ownself Be True."	____	____

To Develop Job Seeking Personal Goals

	YES	NO
Throws the exact number of ring tosses that he or she has pre-determined to throw. (The required distance between the thrower and the target is not given.)	____	____
Throws the exact number of ring tosses that he or she has pre-determined to throw. (The required distance between the thrower and the target is prescribed.)	____	____
Writes out a definition for a work goal. (The finished product would contrast work goals with other kinds of goals.)	____	____
Compares in writing, short and long range goals. (Definition must include contrast of short and long range goals.)	____	____
Prepares a written checklist to be used in setting short and long range goals.	____	____
Generates and writes out a minimum of three personal work achievable goals. (Two short range work goals and one long range goal.)	____	____
Selects a short range work goal, sequences the steps to achieve the goal and provides a projected completion date in writing.	____	____
Selects a long range work goal, sequences the steps to achieve the goal, and provides a projected completion date in writing.	____	____
Paraphrase in writing, the quote, "If you don't know where you're going, you'll probably end up somewhere else."	____	____

To Identify Resources for Employment

	YES	NO
Given a written quiz on job resources, 80% of the blanks will be completed correctly.	____	____
Names orally six categories of personal contacts for employment.	____	____
Compiles a personal contact list including full names, addresses, and telephone numbers.	____	____
Expresses orally dialogue to be used in conversation with a personal contact.	____	____
Expresses orally dialogue to be used in conversation with an employment referral.	____	____
Writes an example depicting the correct usage of the industrial directory and the yellow pages in a job search.	____	____
Writes a scenario depicting a person who has created a job for himself. (Example must include process presented in class.)	____	____
Compiles a list of civic and cultural organizational people to contact for employment.	____	____
Writes a definition of the word civil service. (Definition must recognize the difference between State and Federal civil service employment.)	____	____
Lists at least two locations to seek civil service employment.	____	____
Selects two newspapers from the newspapers provided in class, and identifies jobs for which they are qualified.	____	____

	YES	NO
Lists two usages of the Chamber of Commerce in a job search.	____	____
Lists two usages of the Library in a job search.	____	____

To Develop Job Seeking Skills

Completes designated format for employment history correctly.	____	____
Completes personal data, job accomplishments, and employment objective format correctly.	____	____
Drafts a resume using format designated in class.	____	____
Drafts an introductory cover letter to accompany resumes using guidelines provided in class.	____	____
Drafts letter(s) to person(s) to be used as references to secure permission to use their name(s).	____	____
Drafts a follow-up letter to be used in a job search.	____	____
Drafts a letter to respond to newspaper ads using format provided in class.	____	____
Completes a written quiz on the use of resumes, introductory letters, follow-up letters, want-ad letters, and reference letters, with 80% proficiency.	____	____

	YES	**NO**
Provides instructions for typing and reproduction of resumes and letters drafted to be used in job search.	____	____
Prepares and completes a log to be used to monitor activities during the entire job search.	____	____
Completes a written quiz on job application completion with a proficiency rate of 80%.	____	____
Lists three options available for completion of salary blank on employment application.	____	____
States one advantage and one disadvantage of not indicating salary on applications.	____	____
Completes a written quiz on interview preparation with 80% proficiency.	____	____
Responds orally to twenty questions most frequently asked during an interview.	____	____
Completes the task on the job pre-interview checklist before the mock interview.	____	____
Gives written examples of five things not to do at an interview. Also, provide a reason why not.	____	____
List at least five questions the interviewee should ask at an interview.	____	____
Demonstrates in a mock interview, skills listed on the interview checklist.	____	____
Expresses at least two suggestions for improving the mock interview session.	____	____

	YES	NO
Paraphrases the statement, "Dress for the job you are seeking."	____	____
To Provide Opportunities to Practice Job Application Skills		
Prepares an application data card to be used in completing applications. (Information on this card must be items identified in class.)	____	____
Completes vocabulary quiz on applications with 80% proficiency.	____	____
Completes at least four job applications using application data form as a guide.	____	____
Identifies verbally what form should accompany a resume, and states why.	____	____
Completes the identified form to accompany the resume.	____	____
To Evaluate Job Preference and Suitability		
Completes a weekly budget and determines minimum wages needed using an established budget format.	____	____
Completes, in writing, a job acceptance criteria form.	____	____
To Provide Opportunities to Apply for Jobs in the Current Employment Market		
Replies in writing and/or by telephone to at least ten newspaper advertisements using format developed in class.	____	____

	YES	NO
Contacts the people and generates at least ten job referrals using the personal contact list and the civic and cultural contact list.	____	____
Identifies employers, using reference resources and makes at least twenty contacts by telephone and/or in writing using designated format.	____	____
Secures and completes at least eight interviews using techniques provided in class.	____	____
Forwards (as needed) follow-up letters and/or makes a telephone call as designated in class to contacts made.	____	____

To Evaluate Unsuccessful Job Interviews

Lists reasons or factors, any one of which could cause an unsatisfactory interview.	____	____
Completes a provided evaluation review form at the conclusion of each interview.	____	____
Identifies orally at least two reasons why the interview(s) wer unsuccessful. Also, states two ways the interview could have been improved.	____	____
Identifies orally at least two reasons why an interview was successful.	____	____

II. Competencies - Job Survival Skills

To Explore Job Survival Attitudes

	YES	NO
Identifies from a list of terminology, terms which apply to developing a positive job survival attitude.	____	____
Identifies from a given list of positive and negative attitude statements, the positive job survival attitude statements.	____	____
Lists at least three advantages of displaying a positive job survival attitude.	____	____
Writes a factual example of a person displaying a positive job survival attitude.	____	____
Revises a negative job survival attitude statement to a positive job survival attitude statement.	____	____

To Develop Job Survival Personal Goals

Writes out a definition for a personal relation goal. (The finished product would contrast work goals with personal relation goals.	____	____
Generates and writes out a minimum of three personal relation goals. (Two short range personal relation goals and one long range goal.)	____	____
Selects a short range personal relation goal, sequences the steps to achieve the goal and provides projected completion date in writing.	____	____

	YES	NO
Selects a long range personal relation goal, sequences the steps to achieve the goal, and provides a projected completion date in writing.	____	____
To Demonstrate Effective Communication Techniques		
Writes a definition of effective communication.	____	____
List two factors that impede effective communication.	____	____
Lists five factors that aid effective communication.	____	____
Selects three communication problems from a list of problems and indicates in writing solutions for the communication problems, using guidelines from class.	____	____
Identifies in writing from a group of situations, examples of effective communication.	____	____
States two reasons why effective communication is important on the job.	____	____
Writes a definition of non-verbal behavior and provides an example in which non-verbal communication adversely affects communication.	____	____
To Identify Skills Employers Seek in Employees		
Lists the five most important skills employers seek in an employee.	____	____

	YES	NO
Lists the seventeen skills discussed in class that employers seek in an employee.	____	____
Selects ten of the above skills and gives an example of these skills in use.	____	____
Lists five reasons employees are terminated. (Items must be taken from classroom guidelines.)	____	____
Lists five tips for keeping a job. (Tips must be taken from class guidelines.)	____	____
Identifies ten tasks that a new employee should accomplish during the first week on a new job.	____	____
States a procedure for leaving a job. (Using classroom guidelines.)	____	____

To Identify and Demonstrate a Process for Interpersonal Problem-Solving

Writes a definition of an interpersonal problem.	____	____
Lists two potential interpersonal problems people may have.	____	____
Identifies appropriate means from a given list of means that includes both appropriate and inappropriate means for a given situation.	____	____
Generates a minimum of five distinct means for a given situation.	____	____

	YES	NO
Prioritizes by appropriateness the means generated in the prior competency.		

To Identify and Demonstrate Time Management Techniques

	YES	NO
States two reasons time management is important on the job. (Using guidelines presented in class.)		
Completes and reviews a time log for one day.		
States one suggestion for better time management using the above time log.		
Prepares a personal time schedule for a twenty-four hour period. (Using classroom guidelines.)		

To Outline Plans for Upward Mobility

	YES	NO
States all reporting relationships on a given organizational chart.		
Defines the term "job description".		
Identifies in writing, a career path for the position they are seeking.		
Writes out the qualifications needed for each position in the prior competency.		
Lists at least three questions to ask the supervisor at an evaluation session.		
Outlines a self-fantasized career path using classroom guidelines.		

Instructor's Comments: ______________________________

____

____

____

____

____

APPENDIX C: TIME SHEET

Student's Name ______________________ Week of ________________________

	MON.	TUE.	WED.	THURS.
TIME IN				
TIME OUT				
TIME IN				
TIME OUT				
TIME IN				
TIME OUT				
TIME IN				
TIME OUT				
TIME IN				
TIME OUT				
TIME IN				
TIME OUT				
TOTAL HOURS				

SIGNATURE ____ DATE _____________

APPENDIX D: EMPLOYABILITY PROFILE

Employability Profile - This profile provides an opportunity for self-evaluation of marketable skills and personal characteristics. This information will be helpful when selling yourself to employers.

Name ______________________________

I have the following skills: ______________________________

____

____

____

____

I am . . . ______________________________

____

____

____

____

Appendix E: Speakers

Irene Flanagan
Employer Relation
Office of Employment Security

Topic: OES as a Resource

Diane Jensen
Coordinator Secretarial Science
Reading Area Community College

Topic: Secretarial Science Curriculum

Dennis Trupe
Personnel Representative
CNA Insurance Co.

Topic: Interview Skills

Irma Wilderson
Personnel Administrator
Penna Optical Co.

Topic: Interview Skills

SUGGESTED SPEAKERS

- Working Class Graduate
- Speaker representing employment area of the majority of the class

  Example: A secretary
- Community college member to explain various educational programs available at the college.
- Supervisor or manager in the area of interest

  Example: A supervisor who has a secretary will explain what is expected of a secretary.
- Makeup Consultant

  Example: How to apply makeup for work.

Appendix F: Films

"If The Shoe Fits"
Bell of Pennsylvania

"How To Get A Job"
Bill Moyers Journal

Appendix G: Mock Interview

During the class each student participates in at least four interviews with the instructor and student role playing the employer.

Finally, each student is interviewed by a local company personnel representative who agrees to come to the class. This session is video-taped and reviewed with the class.

The goal is to make this session with the personnel representative as realistic as possible; therefore, the personnel representative provides the necessary test, application, and interview evaluation forms. The students are advised to prepare as if they were going on a real interview.

Telephone Prompters

A telephone prompter was secured from the telephone company. The telephone prompter provided an opportunity for the student to practice job seeking dialogue which the student writes.

It is suggested that the instructor role play the employer and also have students play the role of the employer.

This process will help build telephone confidence.

Appendix I: Tapes – World of Work Tape Series

Title: "On the Job"

Produced by:

Education Design, Inc.
47 W. 13th Street
New York, N.Y. 10011
(212) 255-7300

APPENDIX J: FOLLOW-UP

Student:

Comments:

Date ___________

Date ___________

Date ___________

Date ___________

Date ___________

Date ___________

Student:

Date ___________

Date ___________

Date ___________

Date ___________

Date ___________

Date ___________

APPENDIX K: PREREQUISITES FOR THIRD WEEK

Name ______________________________ Date ______________________

*Prerequisites for Third Week Activities - Check to Indicate Completed:

_____ 1. Companies I'd Like to Work For & Companies That Might Need My Skills Sheets completed.

_____ 2. Personal Contact List completed.

_____ 3. Drafts of Telephone Dialogue.

_____ 4. Job Criteria Form completed.

_____ 5. Reference Letters completed.

_____ 6. Resume completed and copied.

_____ 7. Personal Data Card completed.

_____ 8. Competencies except this unit.

_____ 9. Five References from Personal Contact List.

_____ 10. Job Search Resource - Problem Solving Quiz completed.

* This form must be completed and passed into the instructor by the last day of the second week. If this form is not passed in by the specified time, you may not be authorized to work the third week.

APPENDIX L: TIME SHEET

*Time Sheet - Third Week

Name ______________________ Date ______________________

Telephone Calls

Type of Call	To Whom	Time (Started/Finished)

Letters Drafted/Sent

Type of Letter	To Whom	Time (Started/Finished)

Interviews (Two hours allowed for each interview)

Name of Company	Position Sought	Time (Started/Finished)

Other

Description	Time (Started/Finished)

Signature ____________________ Total hours/minutes ______________________

* In order to be paid, this time sheet must be submitted each day during the third week.

APPENDIX M: DATA SHEET

Data Sheet - This sheet provides important data on each participant such as address and previous work experience to be kept for the instructor's use.

Name ______________________________ Date ____________________

Address ________________________________ Phone No. ____________

Last Grade Completed ________________ Date ____________________

Sex ______ Date of Birth ____________ Place of Birth ________

Person to Contact in Emergency ______________ Phone No. ____________

Previous Work Experience

Name of Employer ____

Position ____

From ______________________________ To ______________________

Reason for Leaving ____

Name of Employer ____

Position ____

From ______________________________ To ______________________

Reason for Leaving ____

____

Occupation of Head of Household (Your Parents) ____________________

____

Work Plan ____

____

Educational Plan ____

____